



**CHARTER SCHOOL AUTHORIZING  
PROGRAM MANUAL  
2019-2020**

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School of Education  
University of St. Thomas  
Minneapolis, MN

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# TABLE OF CONTENTS

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|       |                                                          |     |
|-------|----------------------------------------------------------|-----|
| I.    | <b>About the University of St. Thomas</b>                | 3   |
| II.   | <b>Charter School Authorizing Philosophy</b>             | 3   |
| III.  | <b>Organizational Structure</b>                          | 7   |
| IV.   | <b>New School Application</b>                            | 9   |
| V.    | <b>Contract Renewal Application</b>                      | 51  |
| VI.   | <b>Contract Amendment Process</b>                        | 59  |
| VII.  | <b>Change in Authorizer Application</b>                  | 60  |
| VIII. | <b>Expansion Application (Site/Grade/Early Learning)</b> | 72  |
| IX.   | <b>Ready-to-Open Processes</b>                           | 91  |
| X.    | <b>Accountability System</b>                             | 115 |
|       | • Evaluation Framework                                   | 116 |
|       | • Evaluation Rubric                                      | 123 |
| XI.   | <b>Oversight System</b>                                  | 146 |
|       | • Annual Report                                          | 146 |
|       | • Site Visit Overview                                    | 147 |
|       | • Range of Intervention Guidelines                       | 155 |
|       | • Complaint Process                                      | 156 |

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# I. ABOUT THE UNIVERSITY OF ST. THOMAS

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The University of St. Thomas (St. Thomas), founded in 1885 by Archbishop John Ireland, is a Catholic, independent, liberal arts, archdiocesan university that emphasizes values-centered, career-oriented education. St. Thomas has been coeducational at the undergraduate level since 1977 and welcomes students of all ages and nationalities and from all religious, racial, ethnic and financial backgrounds.

When it established a new academic structure in 1990 with an undergraduate college and graduate schools, St. Thomas changed its name from college to university. It refined its academic structure in 2001 when it established academic divisions that brought together related graduate and undergraduate programs into common schools and colleges. U.S. News & World Report's "Best Colleges" survey in 2015 placed St. Thomas 115 in the national universities-doctoral category. Prior to 2001, St. Thomas was ranked in the magazine's regional universities category, where St. Thomas placed in the top 10 of 125 Midwest colleges and universities.

St. Thomas is governed by a 38-member board of trustees, and is a member of the Associated Colleges of the Twin Cities, a consortium of five private liberal arts colleges. Other members are Augsburg, St. Catherine, Hamline and Macalester.

## **Vision**

The University of St. Thomas, a Catholic comprehensive urban university, is known nationally for academic excellence that prepares students for the complexities of the contemporary world. Through disciplinary and interdisciplinary inquiry and deep intercultural understanding, we inspire students to lead, work and serve with the skill and empathy vital to creating a better world.

## **Mission**

Inspired by Catholic intellectual tradition, the University of St. Thomas educates students to be morally responsible leaders who think critically, act wisely, and work skillfully to advance the common good.

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## II. CHARTER SCHOOL AUTHORIZING PHILOSOPHY

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The University of St. Thomas (St. Thomas) is dedicated to advancing the common good and strongly believes that improving educational opportunities and outcomes for the children who live in our community is critical to accomplishing this goal. Over the past 60 years, St. Thomas has prepared educators to be moral leaders who think critically, act wisely, and work skillfully. In 2001, St. Thomas sponsored its first charter school and on December 28, 2010 St. Thomas was approved as a charter school authorizer by the state of Minnesota. The commitment of St. Thomas is to authorize charter schools whose vision and mission are compatible to that of the university, schools that are accountability-based, data-driven and result in effective learning for all children.

To this end, St. Thomas has established a philosophy to guide its authorizing efforts in decisions to renew its existing charter schools, to authorize additional charter schools in the future, to allow expansion of existing charter schools, and to evaluate the ongoing performance of its authorized charter schools. This philosophy, and the policies used to implement it, ensure that St. Thomas establishes an authorizing relationship with only top-quality charter schools whose mission and purpose are in alignment with the vision, mission, core values and tenets that comprise St. Thomas's Authorizing Philosophy. St. Thomas's charter school authorizing philosophy is in accordance with *Minnesota Statute 124E.01 Subd. 1*, which states the primary purpose of charter schools is to improve all pupil learning and all student achievement. Additional purposes include to:

- Increase learning opportunities for pupils;
- Encourage the use of different and innovative teaching methods;
- Measure learning outcomes and create different and innovative forms of measuring outcomes;
- Establish new forms of accountability for schools; and
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program of the school site.

### **Vision**

The vision of the University of St. Thomas Charter Authorizing Program is to authorize excellent charters schools in order to increase quality educational opportunities for all children in the Twin Cities metro area. St. Thomas strives to be a national model for quality authorizing and schools' authorizer of choices based on our competence, transparency, and respect for school autonomy.

### **Mission**

The mission of the University of St. Thomas Charter Authorizing Program is to advance the common good by using quality authorizing practices to oversee and promote the health of a portfolio of charter schools that demonstrably assist students in reaching their full academic and human potential.

## Core Values

The University of St. Thomas Charter Authorizing Program is committed to the following core values:

- **Whole Student.** Schools in our portfolio are committed to developing the whole student. Our schools have an unwavering commitment to academics as well as a focus on growing well-rounded students who are community-minded, problem-solvers, and leaders in pursuing a just society for all.
- **Educational Equity.** Schools in our portfolio serve the community in which St. Thomas is located and are committed to improving educational outcomes for all students, particularly those who have traditionally been underserved and are most impacted by the achievement and opportunity gaps.
- **Portfolio of Options.** St. Thomas does not subscribe to one educational model and, therefore, our schools are not limited in the manner in which they choose to educate students. Rather, we endeavor to authorize a portfolio of schools with an individual and local curricular focus that answer community needs in a unique way and utilize a research-based, data-driven accountability model for children's success. Our emphasis is quality and we prioritize outcomes over process. We are open to diverse educational philosophies and approaches and believe there are multiple ways of measuring success.
- **Empowered Autonomy.** Schools in our portfolio desire high levels of autonomy along with a willingness to be held accountable using a transparent and comprehensive accountability framework. We believe decisions should be made at the lowest appropriate level and strive to ensure school-authorizer relations are based on mutual respect, trust, collaboration and humility.
- **Excellence-First Authorizing.** Just as we expect our schools to maintain high standards and continuously improve, the authorizing program is committed to upholding rigorous standards and continually evaluating and improving policies and practices to ensure excellence. We believe sustaining a staff-to-school ratio of 1:6 as well as employing smart growth strategies as it relates to adding additional schools to our portfolio are central component of excellent-first authorizing.
- **Reflective Practitioners.** St. Thomas is committed to giving back by transferring knowledge and sharing our learnings with the broader community. We strive to foster a network among St. Thomas authorizer charter schools that supports the sharing of best practices, offers professional development options and facilitates collaboration while honoring school autonomy. We also seek to collaborate with our fellow authorizers and the charter community.

## Tenets

The following tenets highlight the characteristics St. Thomas seeks in the schools we authorize and guide our authorizing decisions and relationships.

- **Education that Promotes Moral Responsibility.** St. Thomas believes that it is a necessary role for its charter schools to demonstrate the ability to use an ethical framework in decision-making. Educators must process, articulate and act from a reasoned, ethically grounded educational philosophy. Leaders of these charter schools demonstrate a strong sense of social justice, emanating from a well-reasoned ethical perspective that supports the basic tenets of a democratic society.
- **Education That Promotes Critical Thinking.** St. Thomas believes that educators must employ critical thinking skills about the theory and practice of schools, reflecting broad understandings in humanities, social sciences, and current events. Students need to develop basic skills in literacy and numeracy to develop the skills to think critically. In addition, each school that St. Thomas authorizes must commit to a curriculum that helps students identify important elements of a problem situation, gather needed information from a variety of sources and analyze data for insight and decision-making.
- **Education that Promotes Wise Action.** St. Thomas expects its charter schools to create and maintain a culture for learning marked by practices that promote broad participation on the part of all constituents in the school community. It is through this process of teamwork and collegiality that wise action emerges in determining the best policies and practices to promote student learning. St. Thomas believes that wise action on the part of a school is the result of engaging students, staff, parents and the community at large in continuing dialogue that will inform the vision, mission, policies and procedures of the charter school.
- **Education that Promotes Skillful Work.** St. Thomas believes that charter schools are a viable option for families who wish to provide the best possible educational opportunities for their children. Therefore, charter schools authorized by St. Thomas should establish a track record of skillful work on the part of students, including student achievement marked by excellence in relation to other schools in their neighborhood, city, state and the national. St. Thomas will not enter into an authorizing relationship with schools who lack a commitment to providing a higher quality learning program, one which the skills of students are established at a high level and are assessed and analyzed regularly.
- **Education that Advances the Common Good.** St. Thomas is committed to working with children and families in need, ones who have traditionally been left behind while other segments of society have thrived. Currently, many students are not served well by the traditional public school system. Some of these students fit the traditional “at-risk” profile, but many others have been pushed to the margins of educational programming for reasons such as unique learning styles, lack of social skills and nonconformity. St. Thomas seeks to advance the common good through the authorization of charter schools who demonstrate a commitment to fairness and equity for all students, no matter their social status.

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## **III. ORGANIZATIONAL STRUCTURE**

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### **St. Thomas President's Advisory Council**

The President of the University of St. Thomas serves as the final decision maker and agent for the University in executing the contracts with charter schools. The President's Advisory Council serves to advise the President in matters related to the University's vision and mission, including the role that authorizing charter schools has in the overall mission of the University. The President uses input from the Advisory Council to act upon recommendations made by the Charter Accountability Board. This level of involvement by the President and senior University policy makers demonstrates the University's institutional commitment to promoting the common good through educational innovation.

The President's Advisory Council consists of:

- Vice President of Student Affairs
- Executive Vice President for Academic Affairs
- Chief Financial Officer
- Vice President for University and Governmental Relations
- Executive Vice President, Chief Administrative Officer
- Executive Adviser to the President
- Vice President for Mission

### **St. Thomas Charter Accountability Board**

The Charter Accountability Board (CAB) is made up of between six and ten full-voting members, with the Dean of the School of Education and the Director of Charter School Authorizing serving as ex officio members. This board is charged with providing oversight to each of the charter schools that the University authorizes and with making recommendations to the University's Executive Vice President/Chief Academic Officer for adding charter schools to its network of authorized schools.

Current members are listed below with their area of expertise in parentheses:

- Mufaddal H. Baxamusa, Ph.D., Associate Professor and Board Member (Finance)
- Dr. Robert J. Brown, Professor Emeritus and Board Member (Entrepreneurship and Charter School Governance)
- Kathlene Holmes Campbell, Ph.D., Dean of the School of Education and ex officio Board Member (Teacher Education and Development)
- Michael L. DeVaughn, Ph.D., Assistant Professor of Accounting and Board Member (Business, Economics, Organizational Behavior and Strategic Management and Leadership)
- Dr. Jan Frank, Chair of Teacher Education Department (Licensure, Teacher Development, Instruction)
- Dr. Stephanie Grimm, Professor and Board Member (Accounting)
- Dr. Lynn Stansberry-Brusnahan, Assistant Professor and Board Member (Special Education)
- Ms. Molly McGraw Healy, M.P.P., Director of Charter School Authorizing and ex officio Board Member
- Dr. John Spry, Professor and Board Member (Finance)

### **Charter Authorizing Program Staff**

St. Thomas currently employs three staff members: Director of Charter School Authorizing, Assistant Director of Charter School Authorizing and Charter School Authorizing Program Coordinator. The Director is responsible for the leadership and day-to-day management of the Charter School Authorizing Program. The Director of Charter School Authorizing, with support from the Assistant Director and Program Coordinator, assumes the responsibilities of communication and coordination with staff and administrators at schools and other community organizations to facilitate oversight of schools authorized by the University of St. Thomas.

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## APPLICATION TO START A NEW CHARTER SCHOOL

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Welcome to the University of St. Thomas (St. Thomas) application to start a new school process. We appreciate your consideration of St. Thomas as authorizer for your proposed school and are hopeful that you will find the application questions useful as you finalize your model. The St. Thomas Charter School Authorizing Program provides students with high quality choices in public education in charter schools that it authorizes. St. Thomas is committed to the core principles of charter schools and charter school authorizing, including the idea of autonomy in exchange for accountability. To that end, we are guided by a philosophy that values high standards in the academic, financial, and organizational outcomes achieved by our schools and ensures that St. Thomas-authorized charter schools will:

- Promote Moral Responsibility
- Promote Critical Thinking
- Promote Wise Action
- Promote Skillful Work
- Advance the Common good

St. Thomas is pleased to accept applications for all types of charter schools without restrictions on the type of model, curriculum, or location of the proposed school, so long as they demonstrate alignment with our mission and the authorizing philosophy articulated in our Charter School Authorizing Program Manual. We are currently prioritizing applications for schools located in the Twin Cities metropolitan area.

An individual or group of individuals interested in starting a charter school are invited to apply to St. Thomas for authorization per *Minnesota Statutes 124E.06*. Instructions for completing and submitting an application for a new charter school follow. Please see the Review Process, Evaluation Rubric and Frequently Asked Questions sections for additional details. While the content of new school applications is the responsibility of the founding team, feel free to contact us with any questions about the process or clarifications around any of the application sections.

Thank you for your interest in St. Thomas, and for your desire to provide Minnesota's children with an excellent education.

## Timeline

Please note that the timelines included are intended to provide an idea of the general process and may vary from one review cycle to the next. Updated timelines are available by contacting the Director of Charter School Authorizing, or by checking the St. Thomas Charter Authorizing Program website.

| Date                                                            | Action                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 <sup>st</sup> Friday in November                              | St. Thomas Application Posted                                                                                                                                                                                                                                                        |
| 2 <sup>nd</sup> Friday in January                               | Letter of Intent Due to St. Thomas                                                                                                                                                                                                                                                   |
| January 15 – January 31                                         | Pre-Application Meeting and Interview                                                                                                                                                                                                                                                |
| 3 <sup>rd</sup> Friday in February                              | Applicants invited to submit a full application are notified. Applicants not selected to submit an application are notified.                                                                                                                                                         |
| <b>1<sup>st</sup> Monday in June</b>                            | <b>Full Applications Due to St. Thomas</b>                                                                                                                                                                                                                                           |
| 1 <sup>st</sup> Monday in June – 2 <sup>nd</sup> Friday in July | Applications reviewed by teams of internal and external experts, feedback on each application is consolidated.                                                                                                                                                                       |
| 2 <sup>nd</sup> Friday in July                                  | Applicants recommended for further consideration are notified of opportunity to interview in-person at St. Thomas’s Minneapolis Campus, located at 1000 LaSalle Avenue in downtown Minneapolis. Applicants not selected to move forward are notified.                                |
| July 15 – July 31                                               | Applicant Interviews                                                                                                                                                                                                                                                                 |
| August                                                          | St. Thomas Charter Accountability Board moves to approve or deny new school applications. Recommendation of Charter Accountability Board sent to Dean of the School of Education, and St. Thomas President for final approval. Applicants not selected to move forward are notified. |
| On or before the 1 <sup>st</sup> Friday in September            | Upon final approval from St. Thomas leadership, official notification will be provided to the charter school founding team and an affidavit to the MN Department of Education will be prepared and submitted.                                                                        |

Minnesota’s Charter School Law (*MN Statutes § 124E.06*) states that: *An authorizer must file an affidavit at least 14 months before July 1 of the year the new charter school plans to serve students. The commissioner must approve or disapprove the authorizer’s affidavit within 60 business days of receipt of the affidavit. If the commissioner disapproves the affidavit, the commissioner shall notify the authorizer of the deficiencies in the affidavit and the authorizer then has 20 business days to address the deficiencies. The commissioner must notify the authorizer of final approval or disapproval within 15 business days after receiving the authorizer’s response to the deficiencies in the affidavit. If the authorizer does not address deficiencies to the commissioner’s satisfaction, the commissioner’s disapproval is final. Failure to obtain commissioner approval precludes an authorizer from chartering the school that is the subject of this affidavit.*

## Instructions

As described in detail under the Application Elements section, St. Thomas's new school application process includes two parts: a letter of intent and a full application. Instructions for formatting and submitting each part follows.

### **Formatting and Submitting Letter of Intent**

The Letter of Intent must be completed using the Letter of Intent Form (Attachment A) and formatted as follows:

- Letter of intent must be typed and single spaced with a minimum 11-point font size.
- Letter of intent must be submitted in Microsoft Word or PDF format.

Please email one copy (PDF or Microsoft Word format) of the Letter of Intent to:

[mmcgraw@stthomas.edu](mailto:mmcgraw@stthomas.edu)

To be considered, the letter of intent must be received by the deadline specified for the desired application cycle (see the Timeline section).

### **Formatting and Submitting of Full Application**

The Application must be completed using based on the formatting and submittal instructions that follow:

- Application must be typed and single or 1.5 spaced on white 8.5"X 11" paper with 1-inch page margins and a minimum 11-point font size.
- Application must be submitted in MS Word or PDF format.
- Use large font, bold, italics, underlining, or another consistent method of making headings clear to the reader.
- Page numbers must be provided throughout the document.
- Clearly label each section and subsection of the application contained in the Narrative/Work Plan (i.e.: II. School Foundation, A. Need & Demand, etc.).
- Provide a table of contents at the start of the application listing the page where each section and sub-section can be found.
- Clearly label each attachment with its number and title (i.e.: Attachment #1 – Founders Contact List).
- Attachments do not count toward page limits.
- Properly cite any sources that are referenced using MLA, APA, or another commonly accepted format.
- Prior to submitting an application, please ensure that you are familiar with the MN Charter School Law (*MN Statutes §124E*) and MN Open Meeting Law (*MN Statutes Chapter 13D*).
- If a particular question does not apply to your proposal, please state, "not applicable," and provide a brief rationale.

Please also submit via email one electronic copy (PDF or Microsoft Word format) to:

[mmcgraw@stthomas.edu](mailto:mmcgraw@stthomas.edu)

The emailed application must be received by the submission deadline in order for the application to be considered. Receipt of complete applications will be confirmed within two business days of the submission deadline.

## Application Elements

As noted in the instructions above, St. Thomas's new school application process includes two parts: a letter of intent and a full application. A description of the required content for the letter of intent and full application is provided below.

### Letter of Intent

The Letter of Intent must be completed using the *Letter of Intent Form* (Attachment A). The form asks applicants to provide information on the following:

- Proposed school information,
- Lead and secondary applicant information,
- Proposed affiliations with Charter Management Organizations (CMOs), third party service providers or other significant partners, if applicable,
- Proposed enrollment,
- Program design,
- School governance and management, and
- School location and facility plans.

### Full Application

Below are the elements that must be included in the application narrative, budget, and appendices. Follow instructions carefully and do not exceed the page maximums. Please use section and sub-section outline headings throughout your application. The chart below summarizing the elements and page limits. A detailed description of each element follows.

| <b>Narrative and Budget Elements</b>                                                                                                                                                                                                              |                                                                           | <b>Page Limit</b> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-------------------|
| <b>Cover Sheet</b> (Use template under Attachment B)                                                                                                                                                                                              |                                                                           | NA                |
| <b>I. Executive Summary</b>                                                                                                                                                                                                                       |                                                                           | 5                 |
| <b>II. School Foundation</b><br>A. Need & Demand<br>B. Vision & Mission<br>C. Purpose & Key Design Elements<br>D. Alignment with St. Thomas Chartering Philosophy<br>E. School Founders & Proposed Board Members                                  |                                                                           | 40                |
| <b>III. Academic Success</b><br>A. Learning Program and Student Achievement<br>B. School Culture and Discipline<br>C. Assessment & Accountability                                                                                                 |                                                                           | 50                |
| <b>IV. Governance and Operations</b><br>a. Governance<br>b. Staffing and Management<br>c. School Calendar<br>d. Facility Plan<br>e. Transportation Plan                                                                                           |                                                                           | 30                |
| <b>V. Budget and Financial Sustainability</b><br>a. Enrollment, Marketing & Outreach<br>b. Budget and Financial Planning<br>c. Financial Oversight                                                                                                |                                                                           | 25                |
| <b>VI. Additional Information For Existing Operators Only</b><br>A. Selection and Oversight of Educational Service Provider<br>B. ESP's Current Network, Mission, and Strategic Vision<br>C. Proposed Relationship Between ESP and Charter School |                                                                           | NA                |
| <b>VII. Pre-Operational Action Plan</b>                                                                                                                                                                                                           |                                                                           | NA                |
| <b>TOTAL PAGES</b>                                                                                                                                                                                                                                |                                                                           | <b>150</b>        |
| <b>VIII. Attachments</b>                                                                                                                                                                                                                          |                                                                           |                   |
| 1.                                                                                                                                                                                                                                                | Founder Contact List (see attached template)                              | NA                |
| 2.                                                                                                                                                                                                                                                | Founding Group Resumes                                                    | NA                |
| 3.                                                                                                                                                                                                                                                | Founder & Board Member Conflict of Interest Forms (see attached template) | NA                |
| 4.                                                                                                                                                                                                                                                | Criminal Background Check Release Forms (see attached template)           | NA                |
| 5.                                                                                                                                                                                                                                                | Evidence of Community Outreach                                            | NA                |
| 6.                                                                                                                                                                                                                                                | Evidence of Student and Family Demand                                     | NA                |
| 7.                                                                                                                                                                                                                                                | Evidence of Community Support                                             | NA                |
| 8.                                                                                                                                                                                                                                                | 501(c)(3) Letter of Determination, Articles of Incorporation & Bylaws     | NA                |
| 9.                                                                                                                                                                                                                                                | Month-by-Month Pre-Operational Action Plan                                | NA                |
| <b>Existing Operators Only:</b>                                                                                                                                                                                                                   |                                                                           |                   |
| 10.                                                                                                                                                                                                                                               | ESP Complete Portfolio Academic Record                                    | NA                |
| 11.                                                                                                                                                                                                                                               | ESP Financial Statements                                                  | NA                |
| 12.                                                                                                                                                                                                                                               | Disclosure of Current/Past Litigation Involving ESP or operated charters  | NA                |
| 13.                                                                                                                                                                                                                                               | Proposed Contract Between ESP and Charter                                 | NA                |

## **I. EXECUTIVE SUMMARY**

Provides a *1-5 page* overview of the school that is planned. Summarize the proposed school's:

- Genesis (how and why did the founding team come together, and the process used to prepare for the submission),
- Mission and vision
- Need(s) the school intends to address that are currently not being met in the community in which the school will be located.
- Statutory purpose(s),
- Grade levels to be served and the total number of students per grade (at full capacity),
- Target population (who does the school anticipate serving),
- Intended location and rationale for selection,
- Key program design elements,
- Educational philosophy and instructional approach,  
Evidence of community support including how parents/guardians and community member engagement in the application development process.

## **II. SCHOOL FOUNDATION**

### **A. Need & Demand**

Presents a compelling reason for establishing the new charter school.

1. Provide analysis of the community and target population that includes:
  - A description of the community from which the proposed school intends to draw students;
  - Community demographics;
  - A description of the specific population of students the proposed school intends to serve;
  - Rationale for selecting the community;
  - Performance of local district, charter and private schools in meeting the community's need (include a table listing the existing educational options, grades served and academic performance); and
  - How the proposed school would provide a needed alternative for the community.
2. Provide a description and evidence of the need and demand for a school in the location identified that includes:
  - Strategies and interactions the founding team has had to date with the community designed to inform stakeholders about in the intended community about the school and solicit community input regarding the educational and programmatic needs of students and the proposed plan to meet those needs (submit supporting documents under Appendix 5 e.g. flyers, websites, social media pages, meeting announcements, sign-in sheets, survey results, etc.);
  - Summary and analysis of evidence indicating students and families would consider enrolling in the school (submit supporting documents under Appendix 6); and
  - Discussion of community support for an additional school in this area (submit supporting documents under Appendix 7 e.g. letters of support, emails, survey results, etc.).

3. Indicate how the new school addresses one or more Minnesota Statewide Goals under the Federal Charter Schools program (CSP) Grant Project.<sup>1</sup>

## **B. Vision and Mission**

Provides vision and mission statements that reflect the school's goals and purpose. Alignment with University of St. Thomas the authorizing program's mission is present.

1. Vision: Provide a vision statement that outlines what the school wants to be (something to be pursued).
2. Mission: Provide a mission statement that outlines what the school is now (something to be accomplished).

## **C. Purpose and Key Design Elements**

Presents how the new charter school is innovative and how the school supports two or more statutory purposes for charter schools (including the primary purpose).

1. Identify one or more of the statutory purposes for charter schools the school intends to meet (see Minn. Stat. § 124E, subd. 1 (2018)) and provide a comprehensive description of how the school's vision and mission are connected to the identified purpose(s).
2. Based on the need identified above, provide a clear and concise overview of the school's design elements (i.e. those aspects of the school critical to its success).
  - Highlight the new and unique characteristics this school would provide to students that distinguish it from other education options available to students.
  - Provide an analysis of any research, evidence of effectiveness or example of existing program, which support the selection of these elements.

## **D. Alignment with St. Thomas Charter School Philosophy**

St. Thomas will authorize only those charter schools that are aligned with one or more of the tenets of our Charter School Authorizing Philosophy, listed below. Describe how the school you are proposing be authorized by St. Thomas aligns the Charter Authorizing Philosophy tenets.

- **Education that promotes Moral Responsibility.** St. Thomas believes that it is a necessary role for its charter schools to demonstrate the ability to use an ethical framework in decision-making. Educators must process, articulate and act from a reasoned, ethically grounded educational philosophy. Leaders of these charter schools demonstrate a strong sense of social justice, emanating from a well-reasoned ethical perspective that supports the basic tenets of a democratic society.
- **Education that promotes Critical thinking.** St. Thomas believes that educators must employ critical thinking skills about the theory and practice of schooling, reflecting broad understandings in humanities, social sciences and current events. Students need to develop basic skills in literacy and numeracy to develop the skills to think critically. In addition, each school that St. Thomas authorizes must commit to a curriculum that helps students identify important

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<sup>1</sup> Developers will need to provide this information when applying to MDE for the Federal Start-Up aid.

elements of a problem situation, gather needed information from a variety of sources and analyze data for insight and decision-making.

- **Education that promotes Wise Action.** St. Thomas expects its charter schools to create and maintain a culture for learning marked by practices that promote broad participation on the part of all constituents in the school community. It is through this process of teamwork and collegiality that wise action emerges in determining the best policies and practices to promote student learning. St. Thomas believes that wise action on the part of a school is the result of engaging students, staff, parents and the community at large in continuing dialogue that will inform the vision, mission, policies and procedures of the charter school.
- **Education that promotes Skillful Work.** St. Thomas believes that charter schools are a viable option for families who wish to provide the best possible educational opportunities for their children. Therefore, charter schools authorized by St. Thomas should establish a track record of skillful work on the part of the students, including student achievement marked by excellence in relation to other schools in their neighborhood, city, state and nation. St. Thomas will not enter into an authorizing relationship with schools who lack a commitment to providing a higher quality learning program, one in which the skills of students are established at a high level and are assessed and analyzed regularly. Our accountability expectations, found elsewhere in this Authorizing Guide, illustrate this commitment to high standards for skillful work and high student achievement by students in St. Thomas’s charter schools.
- **Education that Advances the Common Good.** St. Thomas is committed to working with children and families in need, ones who have traditionally been left behind while other segments of society have thrived. Currently, many students are not served well by the traditional public school system. Some of these students fit the traditional “at-risk” profile, but many others have been pushed to the margins of educational programming for reasons such as unique learning styles, lack of social skills and nonconformity. St. Thomas’s mission is to advance the common good through the authorization of charter schools who demonstrate a commitment to fairness and equity for all students, no matter their social or economic background.

#### **E. School Founders & Proposed Board Members**

Describes the school founders/proposed board members and how they are well positioned to develop and plan a new high-quality charter school.

1. Describe how the founding team came together to propose this school.
2. For each individual, include the following information:
  - Describe their experience and/or involvement in K-12 education;
  - Describe their experience with the design and operation of a charter school;
  - Describe their role in the planning process to date and their expected role and responsibilities during the school’s pre-operational planning period;
  - Describe their experience and/or involvement with the community the school proposes to serve;
  - Indicate whether they intend to become a member of the interim board of directors;
  - Indicate if they intend to apply for employment in the new charter school; and

- Describe the relevant work experience and expertise they bring to the founding team.
3. Disclose which members of the founding team have played a role in crafting the application narrative. If a consultant or employee of an Education Service Provider was used, disclose his/her name and experience.

Provide as Attachments #1-4, the Founders Contact List form followed by a full resume and completed/signed Conflict of Interest and Background Check Release form for each of the individuals named. These templates are included under Attachment B.

### III. ACADEMIC SUCCESS

#### A. Learning Program and Student Achievement

Presents a high-quality educational program and goals for student achievement.

1. Educational Philosophy, Curricula, Tools, Methods and Instructional Techniques:
  - Describe the guiding educational philosophy of this school and basic learning environment.
  - Provide an overview and rationale for selection of the proposed curricula (including names of textbook sequences selected or under consideration), tools (including specialized technology if applicable), methods and instructional techniques that support the educational philosophy.
  - Cite and explain research evidence demonstrating how these curricula, tools, techniques and methods support student achievement (if applicable, identify schools involved).
  - Describe the process the school will use to ensure the curricula will align with Minnesota's K-12 Academic Standards and, if PK students will be served, the state's Early Childhood Indicators of Progress (ECIPS). See the Minnesota Department of Education Website for additional information at: <https://education.mn.gov/MDE/dse/stds/> & <https://education.mn.gov/MDE/dse/early/> .
  - Identify the contribution this charter school will make in assisting educationally and economically disadvantaged and other students to succeed academically.
  - Identify class sizes and structures including the maximum number of students in any one classroom (by grade if varied) and number/roles of adults outside of special education paraprofessionals (i.e.: team teaching structure, single teacher, teacher with classroom aide, etc.).
  - If not covered above, describe how the systems of the school as a whole, as well as those of classroom teachers, will support and meet the diverse learning needs of individual students.
  - Describe how the school will promote graduation for all students, including those at risk and those with special needs.
  - Schools serving preschool/prekindergarten students only: Address how the program will assess each child's cognitive skills with a comprehensive child assessment instrument when the child enters, and before the child leaves the program, to inform program planning and promote kindergarten readiness. Describe how the school will ensure participating children have completed health and developmental screening within 90 days of program

enrollment under Minnesota Statutes section 121A.16 to 121A.19. Describe the handling of the transition to kindergarten.

- Blended learning schools and virtual schools only: If your school plans to supply instruction to students through virtual distance learning, online technology, or computer-based instruction, please provide specific information on the number of hours students will spend receiving this type of instruction, how progress will be tracked, what curricular/software programs will be used, and by whom students will be overseen throughout the day.

## 2. Special Populations

Pursuant to federal and state laws, charter schools are required to serve and meet the needs of all students, including those with special needs. School personnel must participate in developing Individualized Education Plans (IEPs), identify and refer students for assessment of special education needs, maintain appropriate records, and cooperate in the delivery of special education instruction and services in the least restrictive environment.

- Include a description of the proposed Child Find process that will be used at this school and the safeguards that will be put in place to avoid misidentification.
- Describe how this school will provide services to students with disabilities in the least restrictive environment. Specify:
  - The specific instructional programs or practices to be used;
  - How the school will ensure access to the general education curriculum;
  - Plans for monitoring and evaluating progress toward IEP goals; and
  - Staffing plans to meet student needs.

## 3. Students with Limited English Proficiency

Pursuant to federal and state laws, charter schools are required to support the learning of multilingual students in attainment of English language proficiency in English and state academic content standards. Describe how this school will provide services to English Learners (ELs). Specify:

- How ELs will be identified;
- Enrollment, initial placement and continuing placement process;
- Exit processes and procedures;
- The specific instructional programs or practices to be used including usage of WIDA English Language Development Standards;
- How student progress and success will be monitored; and
- Staffing plans to meet student needs.

## 4. Gifted and At-Risk Students

Explain how the school will identify and serve students who are intellectually gifted or are performing below grade level/are at-risk but do not qualify for special education or other services.

## 5. Supplemental Programming

If the school will provide summer school, extra-curricular offerings, or other supplemental programs that are integral to the mission of the school, please describe:

- What offerings will entail

- How often they will occur/how long they will run
- How they will be funded

## **B. School Culture and Discipline**

1. Describe the culture of the proposed school and how this culture will be implemented.
2. Describe the philosophy that will surround the school's discipline policy, as well as the policy itself. If the policy has not yet been developed, include information on how and when this work will be completed.

## **C. Assessment and Accountability**

St. Thomas requires that the schools we authorize be held to a high academic standard. We develop an accountability plan with the school that includes goals based on state standardized test scores as well as other nationally-normed assessments, all of which are contained in the St. Thomas Accountability Plan and Rubric. In addition, we request the following information about the school's commitment to assessment and accountability.

1. Describe the school's philosophical approach to assessment.
2. Describe the systems to be used in managing and disseminating student performance data in terms of processes, software (if applicable) and personnel.
3. Describe any training and support that school leadership and teachers will receive in analyzing, interpreting, and utilizing student data.
4. Describe how the school will use assessment data to drive decisions about the learning program and strategic direction of the school.
5. Identify your school's mission-specific quantifiable academic goals for students and the school.
6. Discuss how the school will know if it is successfully educating students.

# **III. GOVERNANCE & OPERATIONS**

## **A. Governance**

Describes a plan to ensure effective and accountable governance over the school's operations.

1. Governance Model
  - Describe the board's governance model/board composition and how it will help advance the mission of the school. If the board plans to utilize any committees, advisory bodies, or councils, provide information on their composition (i.e.: parents, staff, community, teacher, etc.) and their reporting structure in relation to the school leadership team and governing board.
  - Describe the roles and responsibilities of the board and how each member will help advance this understanding.
  - Describe how the role of the board will be distinguished from the role of the school leader.
  - Include information on the board's schedule both during the founding period and after the start of the school. How often has the board met? How often does it plan to meet during and after the founding period? Etc.

2. Board Recruitment
  - a. Describe specific expertise/characteristics sought in yet-to-be-recruited board members and explain the added value of those characteristics. Also describe how the school plans to recruit members with desired characteristics in an ongoing fashion.
3. Board Training: Describe the plan for initial training of the board during the school's pre-operational planning period and for ongoing board training and development once the school opens.
4. Parent, Family, and Community Involvement: Describe the board's strategy for engaging and involving parents of potential students (including stepparents, guardians, etc.) and other members of the community in the planning, program design, and implementation of this charter school.
5. Plan for Fulfilling Board Obligations
  - Describe how the interim board will develop policy during the pre-operational planning period to ensure the board governs the charter public school in compliance with federal, state and local requirements.
  - Additionally, describe the specific plan and timeline for the development of:
    - Personnel policies (including the creation of job descriptions, an employee performance management program, etc.);
    - Procurement policies and procedures for contracting with vendors and consultants that are fair and open and that avoid apparent and actual conflicts of interest;
    - Conflict of interest policies; and
    - Travel approval and reimbursement policies.
    - If the founding team has already received 501(c)3 status, provide the Letter of Determination from the Internal Revenue Service, copy of the Articles of Incorporation, and signed Board Bylaws as Attachment 6. If the founding team has not received this status, indicate the anticipated timeline for doing so.

#### **D. Staffing and Management**

Describes a plan to ensure effective and transparent management of the school's operations.

1. Provide an organizational chart for the proposed charter school, distinguishing between governance (board), management (school leader) and other proposed school employees. Include key responsibilities for each position.
2. Include a staffing plan for the first contract period (pre-operational through the first five years of school operation). How will the school build its leadership, operations, and teaching staff?
3. Describe how, and on what timeline, the school will evaluate the performance of teachers and school leadership. Include references as to who will conduct the various evaluations and how unsatisfactory performance will be handled.

4. Explain how this organizational structure is consistent with the mission and vision of the proposed charter school.
5. Describe the fair and open process the interim board will use for recruiting and hiring the school leader, including:
  - The timeline for developing a job description for the school leader and then recruiting and hiring the school leader;
  - How the board will recruit potential candidates who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age or disability; and
  - Whether the board plans to hire a temporary start-up coordinator and, if so, how this person will be identified.
6. Describe the school's strategy and process and timeline for recruiting and hiring other school employees, including teachers, that are qualified to effectively serve the unique needs of the projected student population.
7. Outline the school's procedures for conducting background checks of employees and others.
8. Describe how the school will provide employees with initial and ongoing orientation and professional development about the mission, vision and outcomes of the school.
9. Provide information regarding the general professional development teachers and others will receive prior to the start of the first school year as well as the training topics the school plans to cover during its initial year of operation.
10. Describe the school's compensation strategy, particularly for teachers and leadership. This section should clearly align with the provided budget and narrative.

### **C. School Calendar and Schedule**

Describes a calendar and schedule that reflects the school's goals, purposes and proposed learning program.

1. Describe the calendar the school plans to use:
  - Identify the unique characteristics of the school's proposed calendar.
  - Describe how this proposed calendar lends itself to the school's mission, vision, and needs of the students being served.
  - Provide total number of student instructional days, instructional minutes, and professional development days.
  - Provide a copy of the school's proposed calendar for the first year of operation.
  - Provide a description or outline of a "typical day" at the new school.
  - Provide a school-wide 'master' schedule that is aligned to the program described at anticipated enrollment levels and clearly shows:
    - Arrival and dismissal times
    - Duration of various periods
    - Time devoted to each subject area
    - Number of classrooms at anticipated enrollment level

- Teacher preparatory periods
- Student lunch/recess periods

Keep in mind that the school-wide schedule provides an opportunity to demonstrate that the structure of the program described in your application narrative is realistic and feasible. If your program involves the use of specialists (art, music, language, etc.), be sure they are included. Applicants may include a sample schedule for a week, or for ‘A’ and ‘B’ days if rotations will occur. If certain grade levels (ie: PK or K) will have a schedule that diverges from those of other students, ensure that this is reflected.

#### **D. Facility Plan**

Describes a plan to secure a suitable facility that meets the unique needs of the school and complies with health and safety and building code requirements.

1. Facility Needs Planning Process
  - Describe the school’s plan, including the timeline and process, for determining space needs appropriate to the program and enrollment.
  - Describe results of a preliminary facility needs assessment including the number of classrooms, common areas, recreational space, and other specialized spaces.
2. Facility Selection Process
  - Describe the school’s plan, including the timeline, process and milestones to be met in locating and evaluating potential facilities and selecting a building for lease that is affordable, provides adequate space and meets all health and safety and public building code requirements.
  - Provide a description of any potential facility or facilities that have been identified.

#### **E. Transportation Plan**

Describes a plan to provide transportation that meets the needs of the school and complies with Minnesota law.

1. Transportation Options
  - If the school will provide its own transportation, describe the school’s plan, including the timeline, process and milestones to be met in locating and evaluating potential transportation providers.
  - If the resident school district will provide transportation for the school, describe any potential impacts on the school’s learning program and school calendar.
2. Transportation Policies
  - Describe the school’s policy for providing transportation to special populations
  - Describe the school’s policy for providing transportation to students that live outside the resident district.

## IV. BUDGET & FINANCIAL SUSTAINABILITY

### A. Marketing, Outreach, Enrollment & Admissions

Describes a marketing and outreach plan, based on the compelling need established above, to ensure open access to all and full enrollment.

1. Identify the number of students expected to attend the school each year by grade level in the following table (add additional rows if it will take more than five years to reach full enrollment).

|                          | Year of Operation | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Full Enrollment |
|--------------------------|-------------------|--------|--------|--------|--------|--------|-----------------|
| Students Per Grade Level | <b>K</b>          |        |        |        |        |        |                 |
|                          | <b>1</b>          |        |        |        |        |        |                 |
|                          | <b>2</b>          |        |        |        |        |        |                 |
|                          | <b>3</b>          |        |        |        |        |        |                 |
|                          | <b>4</b>          |        |        |        |        |        |                 |
|                          | <b>5</b>          |        |        |        |        |        |                 |
|                          | <b>6</b>          |        |        |        |        |        |                 |
|                          | <b>7</b>          |        |        |        |        |        |                 |
|                          | <b>8</b>          |        |        |        |        |        |                 |
|                          | <b>9</b>          |        |        |        |        |        |                 |
|                          | <b>10</b>         |        |        |        |        |        |                 |
|                          | <b>11</b>         |        |        |        |        |        |                 |
|                          | <b>12</b>         |        |        |        |        |        |                 |

2. Describe your rationale for the growth plan depicted above (i.e.: Why start with the grade levels identified? The number of students identified?)
3. Describe your school's marketing strategy for recruiting and retaining the school's target population.
4. Discuss how this school will intentionally and specifically conduct outreach to educationally and economically disadvantaged and hard-to-reach populations.
5. Describe how you will engage families and community members from the time that the school is approved through opening.

Describe how the school will conduct an open admissions process including the use of a lottery to provide equal access to all students who apply.

### B. Budget

Describes a plan to ensure the financial viability of the school and effective management of budget and finances.

1. Five Year Operational Budget  
Present a Five-Year Operational Budget to provide reviewers with an understanding of the proposed operational budget needed to guide and control the

use of public funds for the benefit of students at the new charter school (see attached template).

The Five-Year Operational Budget will be evaluated against the following criteria:

- Standard One: Qualities of sound financial management are present.
  - 1.1 Assumptions guiding the budget development process are defensible.
    - Enrollment estimates are based upon sound interest surveys and marketing data.
    - A valid data source for assumptions about student characteristic data is described.
    - Current and historical data assist in shaping revenue and expenditure increases and inflation assumptions.
  - 1.2 Financial management strategies reflect abilities to adapt to changing fiscal conditions.
    - Budget balancing and cost-containment strategies address potential enrollment changes.
    - Replacement and improvement costs for technology, capital and supplies are adequately addressed.
- 2. Standard Two: Qualities of a healthy budget are present.
  - 2.1 There is a positive general fund balance in each of the five years.
    - The budget for each year has an increasing general fund balance.
    - A fund balance exists even if inaccuracies are corrected.
  - 2.2 The budget reflects only general fund items.
  - 2.3 Enrollment and staffing projections are consistently used throughout all sections of the application.
- 3. Standard Three: The budget supports a quality school plan.
  - 3.1 The budget contains a justification for each service option listed in the application.
    - The narrative elements of the application are completed for each option.
    - Each option requiring budget data is consistently described throughout the application.
  - 3.2 Some expenditures support the uniqueness of the school mission.
    - Special curricular expenditures are clearly supported in the narrative.
    - The budget contains unique and realistic staffing patterns.

## 2. Budget Narrative

Provide a comprehensive budget narrative that provides strong assumptions guiding the use of numbers and provides rationales and substantive documentation for the use of those numbers (e.g. federal funds and start-up funds are/are not included in the budget).

- If grant or philanthropic funds are placed in the budget, have these funds been secured? If so, include a letter of verification; if not, address how the school will cover anticipated expenses without the grant/philanthropic funds.
- Address the timeline the school intends to follow in applying for Charter School Program Grant start-up funds and what the school's contingency plan would be in the event that funds are not received.

## 3. Budget Development and Financial Planning

- 3. Describe the process the board and school leadership will use to develop and approve the annual budget, including (1) who will be involved, (2) how needs

will be identified and weighed, (3) timeline for creating and approving budgets, and (4) procedures and intervals for monitoring and modifying budgets.

3. Financial Oversight
  - Describe the policies and procedures the school will use to ensure that taxpayer dollars are appropriately used and accounted for. This includes procedures for managing accounting, payroll, purchasing, and the annual audit.
  - Describe the process the board and school leadership will use to monitor the financial condition of the school.
  - If the school intends to hire an external financial manager or other support, include this information and how potential contractors and the auditor will be selected.

## V. ADDITIONAL INFORMATION FOR EXISTING OPERATORS ONLY

### A. Selection and Oversight of Educational Service Provider

If the proposed school intends to contract with an educational service provider (ESP), describe how the founding team became acquainted with the ESP and how the founding team determined that this particular ESP is best suited to serve the proposed group of students. In addition, indicate how the school will assess the performance of the ESP and determine whether a continued partnership is in the best interest of students. How will the school react if the ESP is unable to deliver promised performance?

### B. ESP's Current Network, Mission, and Strategic Vision

Provides background information on the ESP and its desired goals.

1. Describe the ESP's genesis, and mission in serving students.
2. Describe the ESP's current portfolio including:
  - Geographical areas served
  - Number of schools— provide a chart detailing the name, location, opening year (whether planned or realized), closure year (if applicable), and number of students served for each school in the portfolio. Also provide the names and contact information for all authorizers overseeing portfolio schools.
  - Student performance – provide evidence of each school's impact on student achievement as Attachment #7. State standardized test results, as well as other well-recognized test results (i.e.: ACT, SAT, NWEA, etc.) may be presented.
  - Provide evidence of the ESP's financial health and long-term viability. Include a copy of the ESP's most recent audited financial statements as Attachment #8 and a disclosure of any current or past litigation involving the ESP or operated charter schools as Attachment #9.
3. Describe the ESP's strategic vision and plan for growth over the next five years, both in Minnesota and elsewhere. Include a brief analysis of what the ESP views as the primary challenges it will face in successfully achieving its mission, vision, and growth plans, as well as how these challenges will be addressed.
4. Provide an organizational chart for the ESP.

**C. Proposed Relationship Between ESP and Charter School**

Provide a description of the scope of services the ESP intends to provide for the school as well as evidence of the ESP's capacity to successfully execute all functions (i.e.: If the ESP will provide back-office support, how will employees interface with the school and be trained on Minnesota-specific reporting structures?). Include a copy of the proposed contract detailing services to be rendered and compensation structure as Attachment #10.

**V. PRE-OPERATIONAL ACTION PLAN**

Provides a detailed action plan outlining the steps the founding group will undertake to ensure a successful start-up. Use the St. Thomas Ready to Open Checklist as a key resource to present a well-organized chart that includes:

1. All projected key steps in the pre-operational period,
2. The started projected completion date of each task organized by month,
3. The person(s) responsible for each task.

**VI. ATTACHMENTS**

All applicants should attach the following items to the application:

1. Found Contact List (use attached template)
2. Founding Group Resumes
3. Founder and Board Member Conflict of Interest Forms (use attached template)
4. Criminal Background Check Release Forms (use attached form)
5. Evidence of Community Outreach
6. Evidence of Student and Family Demand
7. Evidence of Community Support
8. 501(c)(3) Letter of Determination, Articles of Incorporation, and Bylaws

Existing Operators only should also attach the following items to the application:

9. ESP Complete Portfolio Academic Record
10. ESP Financial Statements
11. Disclosure of Current/Past Litigation Involving the ESP or Operated Charters
12. Proposed Contract Between ESP and Charter

**ATTACHMENT A:  
LETTER OF INTENT**



## NEW SCHOOL APPLICATION: LETTER OF INTENT

| Proposed School Information   |                                     |                                                                        |  |
|-------------------------------|-------------------------------------|------------------------------------------------------------------------|--|
| <b>Charter School Name:</b>   |                                     |                                                                        |  |
| Type of Application:          | <input type="checkbox"/> New School | <input type="checkbox"/> Conversion of a traditional or private school |  |
| School District of Operation: |                                     | Proposed Opening Date:                                                 |  |

| Lead Applicant Contact Information                                                                                                                                                             |  |        |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------|--|
| <b>Lead Applicant Name:</b>                                                                                                                                                                    |  |        |  |
| Organization Name:                                                                                                                                                                             |  |        |  |
| Applicant Mailing Address:                                                                                                                                                                     |  |        |  |
| Primary Phone #:                                                                                                                                                                               |  | Email: |  |
| Applicant is a (check all that apply):                                                                                                                                                         |  |        |  |
| <input type="checkbox"/> Parent <input type="checkbox"/> Teacher <input type="checkbox"/> School Administrator <input type="checkbox"/> Community Member <input type="checkbox"/> Other: _____ |  |        |  |

| Secondary Applicant Contact Information (if applicable)                                                                                                                                        |  |        |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------|--|
| <b>Secondary Applicant Name:</b>                                                                                                                                                               |  |        |  |
| Organization Name:                                                                                                                                                                             |  |        |  |
| Applicant Mailing Address:                                                                                                                                                                     |  |        |  |
| Primary Phone #:                                                                                                                                                                               |  | Email: |  |
| Applicant is a (check all that apply):                                                                                                                                                         |  |        |  |
| <input type="checkbox"/> Parent <input type="checkbox"/> Teacher <input type="checkbox"/> School Administrator <input type="checkbox"/> Community Member <input type="checkbox"/> Other: _____ |  |        |  |

| Proposed Affiliations (if applicable)                                                                                                                      |  |        |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------|--|
| <b>Organization Name:</b>                                                                                                                                  |  |        |  |
| Type of Organization:                                                                                                                                      |  |        |  |
| <input type="checkbox"/> Charter Management Organization (CMO) <input type="checkbox"/> Third Party Service Provider <input type="checkbox"/> Other: _____ |  |        |  |
| Contact Name:                                                                                                                                              |  | Title: |  |
| Mailing Address:                                                                                                                                           |  |        |  |
| Primary Phone #:                                                                                                                                           |  | Email: |  |

**Proposed Enrollment**

Utilize the chart below to summarize enrollment by grade level over the first five years of operation. Please add additional years as need to show when the proposed school will reach full enrollment.

|                       | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> |
|-----------------------|---------------|---------------|---------------|---------------|---------------|
| Proposed School Years |               |               |               |               |               |
| PreK                  |               |               |               |               |               |
| Kindergarten          |               |               |               |               |               |
| 1                     |               |               |               |               |               |
| 2                     |               |               |               |               |               |
| 3                     |               |               |               |               |               |
| 4                     |               |               |               |               |               |
| 5                     |               |               |               |               |               |
| 6                     |               |               |               |               |               |
| 7                     |               |               |               |               |               |
| 8                     |               |               |               |               |               |
| 9                     |               |               |               |               |               |
| 10                    |               |               |               |               |               |
| 11                    |               |               |               |               |               |
| 12                    |               |               |               |               |               |
| <b>Total</b>          |               |               |               |               |               |

**Program Design**

Provide the proposed school’s vision and mission statement in the space below. **(Maximum 250 words)**

Provide the proposed school’s key design elements in the space below. **(Maximum 500 words)**

Provide a brief overview of the proposed school’s academic program in the space below. **(Maximum 500 words)**

Provide an overview of how the school aligns with the mission of University and the charter authorizing program. **(Maximum 500 words)**

**School Governance and Management**

Provide a brief overview of the school's management structure, including overall governance as well as the proposed leadership structure within the school. **(Maximum 500 words)**

Provide a list of all proposed board members below, along with a brief biographical statement for each proposed member. If a proposed member is to hold an officer position within the board, please include that information. **(Maximum 500 words)**

Describe how the applicant team and proposed board came together and the relationship of its members to each other (e.g. family relationships and/or existing or past business relations). **(Maximum 500 words)**

If you are working with a CMO or partner organization, please provide a description of the nature of that partnership below. Include a description of the type and frequency of the services that the partner would provide to the school, and any financial relationship between the proposed school and the partner organization or CMO. **(Maximum 500 words)**

*\*Include a letter of confirmation from the CMO or partner organization as an attachment to this Letter of Intent.*

**School Location and Facility Plans**

Provide a brief overview of the proposed community in which the school will be located and why this location was selected. **(Maximum 500 words)**

Provide a brief overview of the proposed school’s facility needs and plans below. **(Maximum 250 words)**

**Lead Applicant Signature**

Signature:



*By signing this Letter of Intent, the Lead Applicant certifies that the information contained in this proposal to establish a charter school pursuant to the Minnesota Statute Chapter 124E Charter Schools with University of St. Thomas is true and accurate to the best of his or her knowledge.*

# **ATTACHMENT B: TEMPLATES**

# COVER SHEET

## UNIVERSITY OF ST. THOMAS CHARTER SCHOOL APPLICATION FOR AUTHORIZATION

**Proposed name of new charter public school:** \_\_\_\_\_

**School contact information:**  
(School mailing address, phone number & email) \_\_\_\_\_

**Primary contact name:** \_\_\_\_\_

**Primary contact information** (if different from above)  
(School mailing address, phone number & email) \_\_\_\_\_

**Grade Levels Served**  
**When Fully Enrolled:** \_\_\_\_\_

**Number of Students When Fully Enrolled in:**  
Year 1: \_\_\_\_\_ Year 2: \_\_\_\_\_ Year 3: \_\_\_\_\_ Year 4: \_\_\_\_\_

**Proposed Opening Date:** \_\_\_\_\_

**Proposed Location:** \_\_\_\_\_

**Classification** (circle one):  
New Operator   Existing Operator

**For virtual schools, geographical area to be served:**  
\_\_\_\_\_

**For existing operators, name of ESP:** \_\_\_\_\_

**Is this charter public school a conversion of an existing district public school (see Minn. Stat. § 124E.06, subd. 6 (2015))?**

If “yes”, attach a separate sheet with an explanation. Yes   No

*A conversion request is considered only with evidence of both:*

- A petition from at least 60% of a school’s full-time teachers seeking conversion; and
- Approved public school district board minutes recognizing the petition.

**Is this charter public school a conversion of an existing education program in any form (public, private, or otherwise)?**

Yes   No

If “yes”, attach a separate sheet with an explanation.

**Is this charter public school planning to offer any online coursework?**

Yes   No

Yes   No

**Has the new charter public school been approved by the State of Minnesota as a nonprofit corporation?**

If no, provide a specific date by which the new charter public school plans to be approved as a Minnesota nonprofit corporation. If yes, provide articles of incorporation as attachment 6.

Date:

**Will an application for the same charter school be submitted to another authorizer in the near future? If so, identify the authorizers and planned submission dates:**

Yes   No

---

**Has an application for the same charter school been submitted to another authorizer in the past? If so, identify the authorizers and submission dates:**

Yes No

---

**Does the school intend to contract with an Educational Service Provider (ESP)? If yes, identify the provider:**

Yes No

---





I / we do not know any such persons.                      Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

Not applicable because the school does not intend to contract with an education service provider or school management organization.

I / we do not have any such interest.                      Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

Not applicable because the school does not intend to contract with an education service provider or school management organization.

I / we do not anticipate conducting any such business.                      Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family.                      Yes

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

**Certification**

I, \_\_\_\_\_, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Charter School is true and correct in every respect.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

# BACKGROUND CHECK AUTHORIZATION FORM

UNIVERSITY OF ST. THOMAS CHARTER SCHOOL APPLICATION FOR AUTHORIZATION

To be completed individually by all founders and proposed board members of the charter school.

## Background Check Authorization Form

|                                |  |
|--------------------------------|--|
| First Name:                    |  |
| Middle Name (Optional):        |  |
| Last Name:                     |  |
| Email address:                 |  |
| Primary Phone number:          |  |
| Date of Birth:<br>(dd/mm/yyyy) |  |
| Address:                       |  |
| City:                          |  |
| State:                         |  |
| Zip Code:                      |  |

I hereby authorize the University of St. Thomas and its designated agents and representatives to conduct a comprehensive review of my background causing a consumer report and/or an investigative consumer report to be generated for employment and/or volunteer purposes. I understand that the scope of the consumer report/ investigative consumer report may include, but is not limited to the following areas: verification of social security number; credit reports, current and previous residences; employment history, education background, character references; drug testing, civil and criminal history records from any criminal justice agency in any or all federal, state, county jurisdictions; driving records, birth records, and any other public records.

I further authorize any individual, company, firm, corporation, or public agency to divulge any and all information, verbal or written, pertaining to me, to the University of St. Thomas or its agents. I further authorize the complete release of any records or data pertaining to me which the individual, company, firm, corporation, or public agency may have, to include information or data received from other sources the University of St. Thomas and its designated agents and representatives shall maintain all information received from this authorization in a confidential manner in order to protect the applicant's personal information, including, but not limited to, addresses, social security numbers, and dates of birth.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **Notice to California, Minnesota and Oklahoma Residents:**

Please check the box below if you wish to receive a copy of a consumer report that is requested.

I wish to receive a copy of any Background Check Report on me that is requested.

## Review Process

The University of St. Thomas (St. Thomas) utilizes a rigorous review process to examine applications for new schools and make determinations regarding whether a proposal should be approved or declined. St. Thomas reserves the right to deny authorization of a charter school at any point in the process without providing a reason for denial.

Each application cycle consists of the following elements:

- **Receipt of Letter of Intent:** St. Thomas receives letters of intent and conducts pre-application meetings to confirm potential mission alignment. If a Letter of Intent fails to demonstrate potential alignment with the St. Thomas mission and authorizing philosophy, after conferring with the St. Thomas Charter Accountability Board (CAB) and Dean, staff may notify the founding team that the school would not qualify for St. Thomas authorization. Staff begin to plan for the application cycle ahead by putting together highly qualified teams to review applications.
- **Application Receipt and Review for Completeness:** St. Thomas receives new school applications and staff conduct a review for completion and compliance with application guidelines. Applications which clearly do not meet requirements (ie: are missing sections, do not adhere to application guidelines, etc.) are not reviewed. If an application is rejected during the completeness review, the founding team will be promptly notified.
- **Application Evaluation:** An evaluation team consisting of St. Thomas Authorizing Program staff, independent external evaluators, and at times other St. Thomas community members deemed appropriate based on their unique skill sets [ie: faculty members with particular areas of expertise] conducts a comprehensive review of the application documents utilizing the adopted scoring rubric to provide feedback. In the case of schools applying as experienced operators, a due diligence review to assess the past performance of affiliated schools will be conducted. Reference checks with other authorizers, state education agencies, etc. may be conducted if determined appropriate by St. Thomas. Individual evaluation team members will each make a recommendation as to whether or not the application merits further consideration and possible approval.
- **Preliminary Recommendation and Founding Team Interview:** After the application evaluation is complete, St. Thomas staff will examine application feedback and recommendations and, based on the results, invite promising founding teams for an in-person interview to assess capacity to implement the proposed educational model with fidelity and move through the start-up phase successfully. Authorizing program staff, the Dean of the College of Education and representatives of the CAB will participate in the interview process on behalf of St. Thomas.
- **Staff Recommendation and Decision Process:** Following the application evaluation and interview process, authorizing program staff, in consultation with St. Thomas interview participants, will formulate an independent judgment regarding whether to recommend the application for approval or denial. This recommendation, along with supporting evidence including consolidated reviewer comments and interview notes, is presented to the members of the CAB and Dean of the School of Education.. If the CAB recommends approval and the Dean supports the recommendation, the University President will be notified and will have final authority to allow the new school to be approved and the contracting process/affidavit process to move forward.

## **Feedback to Founding Teams**

Whether an application is approved or denied, all founding team will receive a copy of consolidated reviewer comments and interview notes (if applicable). Founding teams are also welcome to request a meeting with St. Thomas authorizing program staff to more closely examine the feedback, ask questions, and discuss opportunities for future improvement of the application.

## **Evaluation Rubric**

As highlighted in the Review Process section above, St. Thomas utilizes an evaluation team comprised of authorizing program staff, independent external evaluators, and at times other St. Thomas community members deemed appropriate based on their unique skill sets [ie: faculty members with particular areas of expertise] to conduct a comprehensive review of the application documents. Each member of the evaluation team uses the adopted scoring rubric that follows to provide feedback and make a recommendation as to whether or not the application merits further consideration and possible approval.

It is important to note that each reviewer is asked to provide a numeric rating for all of the application elements. The ratings are tallied across reviewers and an average score presented. Because reviewers have a range of relevant expertise and because we do not require reviewers to come to consensus on a group rating for each area, ratings for the same element may vary from reviewer to reviewer. St. Thomas does not have a threshold score that applicants are required to attain in order to move forward in the process. Rather, individual and average scores along with comments and questions are used as resources to inform the decision-making process.

St. Thomas reserves the right to deny an application for any reason it deems appropriate.

**Application to Start a New Charter School  
Evaluation Rubric**

**Instructions for Application Reviewers**

Please review the following criteria to rate applicant responses to the Request for Proposals. Within each section, specific criteria define the expectations for a strong response that “Meets the Standard.”

| <b>Rating</b>                           | <b>Characteristics</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3 = Meets the Standard</b>           | The response inspires confidence in the applicant’s ability to carry out the plan and reflects a thorough understanding of key issues. Information supplied is accurate, appears realistic, and responds to <i>all application elements</i> . Strengths are numerous and response is of sufficient quality and detail to suggest that implementation of plans would lead to the development of a high-quality charter school. Weaknesses, if present, are minor and unlikely to adversely impact the school’s ability to develop and operate successfully. |
| <b>2 = Approaches the Standard</b>      | The response addresses application elements in most areas and strengths outweigh weaknesses. However, detail in one or more areas is lacking, reflects a slightly flawed understanding of key issues, or calls into question whether the plan presented would result in a high-quality charter school.                                                                                                                                                                                                                                                     |
| <b>1 = Partially Meets the Standard</b> | The response meets the criteria in some respects but has substantial gaps in a number of areas and lacks detail. The response may contain incorrect information, appear overly optimistic/simplistic, or fail to respond to all application elements. While some strengths may be present, they are outweighed by weaknesses which appear likely to adversely impact the ability to develop and operate a high-quality charter school.                                                                                                                     |
| <b>0 = Does Not Meet the Standard</b>   | The response is incomplete, inaccurate, underdeveloped, unrealistic, demonstrates lack of preparation, or otherwise raises substantial concerns about the viability of the plan or the applicant’s ability to carry it out. Weaknesses far outweigh any strengths and make it appear unlikely that the plan presented would result in a high-quality charter school.                                                                                                                                                                                       |

In each section, mark the number 0-3 indicating your impression of the applicant’s response. Provide brief comments to support your ratings in the right-hand column, citing page numbers from the application as appropriate to support your comments. In the “Additional Comments” box at the end of each section, please list one or more suggested interview questions.

In addition to completing this scoring sheet, please complete a brief, half-page memorandum stating your overall impression of the Application, summarizing its strengths and weaknesses.

**Name of Applicant:**

**Name of School(s):**

**Name of Reviewer:**

**Date:**

| <b>APPLICATION NARRATIVE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  | <b>RATING &amp; COMMENTS</b><br>(Please cite application page numbers as appropriate.)<br>Application Page Number |   |   |   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------------------------------------|---|---|---|
| <i><b>Cover Sheet</b></i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  | N/A                                                                                                               |   |   |   |
| <b>I. Executive Summary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                                                                                                                   |   |   |   |
| <ul style="list-style-type: none"> <li>• Genesis (how and why did the founding team come together and the process used to prepare for the submission),</li> <li>• Mission and vision</li> <li>• Need(s) the school intends to address that are currently not being met in the community in which the school will be located.</li> <li>• Statutory purpose(s),</li> <li>• Grade levels to be served and the total number of students per grade (at full capacity),</li> <li>• Target population (who does the school anticipate serving),</li> <li>• Intended location and rationale for selection,</li> <li>• Key program design elements,</li> <li>• Educational philosophy and instructional approach, Evidence of community support including how parents/guardians and community member engagement in the application development process.</li> </ul> |  | 0                                                                                                                 | 1 | 2 | 3 |
| <b>Overall Section Comments/Suggested Interview Questions:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                                                                                                                   |   |   |   |
| <b>II. School Foundation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                                                                                                                   |   |   |   |
| <b>A. Need &amp; Demand</b><br><i>Presents a compelling reason for establishing the new charter school.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                                                                                                                   |   |   |   |
| <ul style="list-style-type: none"> <li>• Well-defined understanding of the community and target population including educational needs and challenges.</li> <li>• Identifies and provides a performance analysis of other educational options located in the area.</li> <li>• Presents a sound rationale for the decision to serve this community and population, including the grade levels chosen,</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                           |  | 0                                                                                                                 | 1 | 2 | 3 |

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>and how the proposed school would provide a needed alternative for the community.</p> <ul style="list-style-type: none"> <li>• Addresses one or more Minnesota Statewide Goals under the Federal Charter Schools program (CSP) Grant Project.</li> <li>• Describes community outreach efforts made to date and planned by the founding team.</li> <li>• Provides evidence of the need and demand for a school in the location identified.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                 |                               |
| <p><i>Comments/Suggested Interview Questions:</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                               |
| <p><b>B. Mission &amp; Vision</b><br/> <i>Provides clear, focused, compelling mission vision and mission statements that reflect the school's goals and purpose. Alignment with the University of St. Thomas and authorizing program's mission is present.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                               |
| <ul style="list-style-type: none"> <li>• Vision: Provides a vision statement that outlines what the school wants to be (something to be pursued).</li> <li>• Mission: Provides a mission statement that outlines what the school is now (something to be accomplished).</li> <li>• Aligns with the University of St. Thomas mission, <i>“To educate students to be morally responsible leaders who think critically, act wisely and work skillfully to advance the common good.”</i></li> <li>• Aligns with the St. Thomas Charter School Authorizing Program mission, <i>“To advance the common good by using quality authorizing practices to oversee and promote the health of a portfolio of charter schools that demonstrably assist students in reaching their full academic and human potential.”</i></li> </ul> | <p>0      1      2      3</p> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |   |   |   |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---|---|---|---|
| <i>Comments/Suggested Interview Questions:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |   |   |   |   |
| <b>C. Purpose &amp; Key Design Elements</b><br><i>Presents how the new charter school is innovative and how the school supports two or more statutory purposes for charter schools (including the primary purpose).</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |   |   |   |   |
| <ul style="list-style-type: none"> <li>• Provides a strong overview of the design elements that are critical to the school’s success and how these elements meet the needs of the target population identified.</li> <li>• Highlights the new and unique characteristics this school would provide to students that distinguish it from other education options available to students.</li> <li>• Provides an analysis of any research, evidence of effectiveness or example of existing program, which support the selection of these elements.</li> <li>• Identifies one or more of the statutory purposes for charter schools the school intends to meet and provides a comprehensive description of how the school’s vision and mission are connected to the identified purpose(s).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | 0 | 1 | 2 | 3 |
| <i>Comments/Suggested Interview Questions:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |   |   |   |   |
| <b>D. Alignment with St. Thomas Charter School Philosophy</b><br><i>Presents alignment with one or more of the tenets of the St. Thomas Charter School Authorizing Philosophy</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |   |   |   |   |
| <ul style="list-style-type: none"> <li>• Provides a compelling description of how the school aligns with at least one of the following tenets: <ul style="list-style-type: none"> <li>a. <i>Education that promotes Moral Responsibility.</i> St. Thomas believes that it is a necessary role for its charter schools to demonstrate the ability to use an ethical framework in decision making. Educators must process, articulate and act from a reasoned, ethically grounded educational philosophy.</li> <li>b. <i>Education that promotes Critical thinking.</i> St. Thomas believes that educators must employ critical thinking skills about the theory and practice of schooling, reflecting broad understandings in humanities, social sciences and current events. Students need to develop basic skills in literacy and numeracy to develop the skills to think critically.</li> <li>c. <i>Education that promotes Wise Action.</i> St. Thomas expects its charter schools to create and maintain a culture for learning marked by practices that promote broad participation on the part of all constituents in the school community. It is through this process of teamwork and collegiality that wise action emerges in determining the best policies and practices to promote student learning.</li> </ul> </li> </ul> |  | 0 | 1 | 2 | 3 |

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| <p>d. <i>Education that promotes Skillful Work.</i> St. Thomas believes that charter schools are a viable option for families who wish to provide the best possible educational opportunities for their children. Therefore, charter schools authorized by St. Thomas should establish a track record of skillful work on the part of the students, including student achievement marked by excellence in relation to other schools in their neighborhood, city, state and nation. St. Thomas will not enter into an authorizing relationship with schools who lack a commitment to providing a higher quality learning program, one in which the skills of students are established at a high level and are assessed and analyzed regularly.</p> <p>e. <i>Education that Advances the Common Good.</i> St. Thomas is committed to working with children and families in need, ones who have traditionally been left behind while other segments of society have thrived. St. Thomas’s mission is to advance the common good through the authorization of charter schools who demonstrate a commitment to fairness and equity for all students, no matter their background.</p> |  |
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***Comments/Suggested Interview Questions:***

***E. School Founders & Proposed Board Members***

*Describes the school founders/proposed board members and how they are well positioned to develop and plan a new high-quality charter school.*

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| <ul style="list-style-type: none"> <li>• Describes how founding team came together to propose school.</li> <li>• Includes for each individual: <ul style="list-style-type: none"> <li>○ Member’s experience and/or involvement in PK-12 education;</li> <li>○ Member’s experience with the design and operation of a charter school;</li> <li>○ Member’s role in the planning process to date and their expected role and responsibilities during the school’s pre-operational planning period;</li> <li>○ Member’s experience and/or involvement with the community the school proposes to serve;</li> <li>○ Member’s intention to become a member of the interim board of directors;</li> <li>○ Member’s intention to apply for employment in the new charter school; and</li> <li>○ Member’s relevant work experience and expertise they bring to the founding team.</li> </ul> </li> <li>• Discloses which members of the founding team have played a role in crafting the application narrative. If a consultant or</li> </ul> | <p style="text-align: center;">0      1      2      3</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|

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| employee of an Education Service Provider was used, disclose his/her name and experience. |  |
| <i>Comments/Suggested Interview Questions:</i>                                            |  |
| <i>Overall Section Comments/Suggested Interview Questions:</i>                            |  |

| <b>III. Academic Success</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |          |          |          |          |
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| <b>A. Learning Program &amp; Student Achievement</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |          |          |          |          |
| <i>Presents a high-quality educational program and goals for student achievement.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |          |          |          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <i>0</i> | <i>1</i> | <i>2</i> | <i>3</i> |
| Educational Philosophy, Curricula, Tools, Methods and Instructional Techniques <ul style="list-style-type: none"> <li>• Provides a strong description of the school’s Educational Philosophy, Curricula, Tools, Methods and Instructional Techniques that addresses:               <ul style="list-style-type: none"> <li>○ Guiding educational philosophy of this school and basic learning environment.</li> <li>○ Curriculum selection, (including names of textbook sequences selected or under consideration), tools (including specialized technology if applicable), methods and instructional techniques that support the educational philosophy.</li> <li>○ Research evidence demonstrating how these curricula, tools, techniques and methods support student achievement (if applicable, identify schools involved).</li> <li>○ Process the school will use to ensure the curricula will align with Minnesota’s K-12 Academic Standards and, if PK students will be served, the state’s Early Childhood Indicators of Progress (ECIPS).</li> <li>○ Contribution this charter school will make in assisting educationally and economically disadvantaged and other students to succeed academically.</li> <li>○ Identification of class sizes and structures including the maximum number of students in any one classroom (by grade if varied) and number/roles of adults outside of special education paraprofessionals (i.e.: team teaching structure, single teacher, teacher with classroom aide, etc.).</li> <li>○ Description of how the systems of the school as a whole, as well as those of classroom teachers, will support and meet the diverse learning needs of individual students.</li> <li>○ Promotion of graduation for all students, including those at risk and those with special needs.</li> </ul> </li> </ul> |          |          |          |          |

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| <ul style="list-style-type: none"> <li>○ <i>Schools serving preschool/prekindergarten students only:</i> <ul style="list-style-type: none"> <li>▪ Addresses how the program will assess each child's cognitive skills with a comprehensive child assessment instrument when the child enters, and before the child leaves the program, to inform program planning and promote kindergarten readiness.</li> <li>▪ Describes how the school will ensure participating children have completed health and developmental screening within 90 days of program enrollment under Minnesota Statutes section 121A.16 to 121A.19. Describes the handling of the transition to kindergarten.</li> </ul> </li> <li>○ <i>Blended learning schools and virtual schools only:</i> <ul style="list-style-type: none"> <li>▪ Provides specific information on the number of hours students will spend receiving this type of instruction, how progress will be tracked, what curricular/software programs will be used, and by whom students will be overseen throughout the day.</li> </ul> </li> </ul>             |                                                                  |
| <p><b><i>Comments/Suggested Interview Questions:</i></b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                  |
| <p>Special Populations</p> <ol style="list-style-type: none"> <li>3. Demonstrates a clear understanding of federal and state laws that require charter schools to serve and meet the needs of all students, including those with special needs.</li> <li>4. Provides a strong summary of the school's systems, processes and program to serve students with special needs that includes the following: <ul style="list-style-type: none"> <li>○ A description of the proposed Child Find process that will be used and the safeguards that will be put in place to avoid misidentification.</li> <li>○ Process for maintaining appropriate records.</li> <li>○ A detailed description of how this school will provide services to students with disabilities in the least restrictive environment that specifies (1) The specific instructional programs or practices to be used; (2) How the school will ensure access to the general education curriculum; (3) Plans for monitoring and evaluating progress toward IEP goals; and (4) Staffing plans to meet student needs.</li> </ul> </li> </ol> | <p style="text-align: center;"><i>0      1      2      3</i></p> |
| <p><b><i>Comments/Suggested Interview Questions:</i></b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                  |
| <p>Students with Limited English Proficiency</p> <ol style="list-style-type: none"> <li>5. Demonstrates a clear understanding of federal and state laws that require charter schools to support the learning of multilingual students in attainment of English language proficiency in English and state academic content standards.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p style="text-align: center;"><i>0      1      2      3</i></p> |

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| <p>6. Provides a strong summary of how this school will provide services to English Learners (ELs) that includes:</p> <ul style="list-style-type: none"> <li>○ How ELs will be identified;</li> <li>○ Enrollment, initial placement and continuing placement process;</li> <li>○ Exit processes and procedures;</li> <li>○ The specific instructional programs or practices to be used including usage of WIDA English Language Development Standards;</li> <li>○ How student progress and success will be monitored; and</li> <li>○ Staffing plans to meet student needs.</li> </ul> |                               |
| <i>Comments/Suggested Interview Questions:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                               |
| <p>Gifted and At-Risk Students</p> <ul style="list-style-type: none"> <li>• Explains how the school will identify and serve students who are intellectually gifted or are performing below grade level/are at-risk but do not qualify for special education or other services.</li> </ul>                                                                                                                                                                                                                                                                                             | <p>0      1      2      3</p> |
| <i>Comments/Suggested Interview Questions:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                               |
| <p>Supplemental Programming</p> <ul style="list-style-type: none"> <li>• If applicable, provides a description of summer school, extra-curricular offerings, and/or other supplemental programs that are integral to the mission of the school that includes: describe: <ul style="list-style-type: none"> <li>○ What offerings will entail</li> <li>○ How often they will occur/how long they will run</li> <li>○ How they will be funded</li> </ul> </li> </ul>                                                                                                                     | <p>0      1      2      3</p> |
| <i>Comments/Suggested Interview Questions:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                               |
| <p><b>B. School Culture and Discipline</b><br/> <i>Presents a clear vision for school culture and coherent plan for creating and maintaining this culture.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                    |                               |
| <ul style="list-style-type: none"> <li>• Provides a clear description of the desired school culture.</li> <li>• Provides a coherent plan for implementing the described culture.</li> <li>• Provides a description of the philosophy that will surround the school’s discipline policy, as well as the policy itself. If the policy has not yet been developed, the application includes information on how and when this work will be completed.</li> </ul>                                                                                                                          | <p>0      1      2      3</p> |

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| <i>Comments/Suggested Interview Questions:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |   |   |   |   |
| <b>C. Assessment and Accountability</b><br><i>Presents a vision for assessment and accountability that reflects the school's commitment to assessment and accountability that promotes a high academic standard.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |   |   |   |   |
| <ul style="list-style-type: none"> <li>• Describes the school's philosophical approach to assessment.</li> <li>• Describes the systems to be used in managing and disseminating student performance data in terms of processes, software (if applicable) and personnel.</li> <li>• Describes any training and support that school leadership and teachers will receive in analyzing, interpreting, and utilizing student data.</li> <li>• Describes how the school will use assessment data to drive decisions about the learning program and strategic direction of the school.</li> <li>• Identifies the school's mission-specific quantifiable academic goals for students and the school.</li> <li>• Discusses how the school will know if it is successfully educating students.</li> </ul> |  | 0 | 1 | 2 | 3 |
| <i>Comments/Suggested Interview Questions:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |   |   |   |   |
| <i>Overall Section Comments/Suggested Interview Questions:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |   |   |   |   |

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| <b>IV. Governance and Operations</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |   |   |   |   |
| <b>A. Governance</b><br><i>Describes a plan to ensure effective, accountable and representative governance over the school's operations.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |   |   |   |   |
| <p>Governance Model</p> <ul style="list-style-type: none"> <li>• Describes the roles and responsibilities of the board and how each member will help advance this understanding.</li> <li>• Describes the board's governance model/board composition and how it will help advance the mission of the school. If the board plans to utilize any committees, advisory bodies, or councils, provide information on their composition (i.e.: parents, staff, community, teacher, etc.) and their reporting structure in relation to the school leadership team and governing board.</li> <li>• Describes the roles and responsibilities of the board and how each member will help advance this understanding.</li> </ul> |  | 0 | 1 | 2 | 3 |

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| <ul style="list-style-type: none"> <li>• Describes how the role of the board will be distinguished from the role of the school leader.</li> <li>• Includes information on the board’s schedule both during the founding period and after the start of the school. How often has the board met? How often does it plan to meet during and after the founding period?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                               |
| <i>Comments/Suggested Interview Questions:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                               |
| <b>Board Recruitment and Training</b> <ul style="list-style-type: none"> <li>• Describes specific expertise/characteristics sought in yet-to-be-recruited board members and explain the added value of those characteristics.</li> <li>• Describes the plan for initial training of the board during the school’s pre-operational planning period and for ongoing board training and development once the school opens.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <i>0      1      2      3</i> |
| <i>Comments/Suggested Interview Questions:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                               |
| <b>Parent, Family, and Community Involvement</b> <ul style="list-style-type: none"> <li>• Describes the board’s strategy for engaging and involving parents of potential students (including stepparents, guardians, etc.) and other members of the community in the planning, program design, and implementation of this charter school.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <i>0      1      2      3</i> |
| <i>Comments/Suggested Interview Questions:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                               |
| <b>Plan for Fulfilling Board Obligations</b> <ul style="list-style-type: none"> <li>• Describes how the interim board will develop policy during the pre-operational planning period to ensure the board governs the charter public school in compliance with federal, state and local requirements.</li> <li>• Describes the specific plan and timeline for the development of: <ul style="list-style-type: none"> <li>○ Personnel policies (including the creation of job descriptions, an employee performance management program, etc.);</li> <li>○ Procurement policies and procedures for contracting with vendors and consultants that are fair and open and that avoid apparent and actual conflicts of interest;</li> <li>○ Conflict of interest policies;</li> <li>○ Travel approval and reimbursement policies; and</li> <li>○ Process and timeline for applying for 501(c)3 status, if not already completed.</li> </ul> </li> </ul> | <i>0      1      2      3</i> |

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| <i>Comments/Suggested Interview Questions:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                               |
| <b>B. Staffing and Management</b><br><i>Describes a plan to ensure effective and transparent management of the school's operations.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                               |
| <b>Structure and Organization</b> <ul style="list-style-type: none"> <li>• Provides an organizational chart for the proposed charter school, distinguishing between governance (board), management (school leader) and other proposed school employees. Includes key responsibilities for each position.</li> <li>• Includes a staffing plan for the first contract period (pre-operational through the first five years of school operation) that describes how the school will build its leadership, operations, and teaching staff.</li> <li>• Explains how organizational structure is consistent with the mission and vision of the proposed charter school.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <i>0      1      2      3</i> |
| <b>School Leader</b> <ol style="list-style-type: none"> <li>1) Describes the fair and open process the interim board will use for recruiting and hiring the school leader, including: <ul style="list-style-type: none"> <li>• The timeline for developing a job description for the school leader and then recruiting and hiring the school leader;</li> <li>• How the board will recruit potential candidates who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age or disability; and</li> <li>• Whether the board plans to hire a temporary start-up coordinator and, if so, how this person will be identified.</li> </ul> </li> </ol> <b>Other School Employees</b> <ol style="list-style-type: none"> <li>2) Describes the school's strategy and process and timeline for recruiting and hiring other school employees, including teachers, who are qualified to effectively serve the unique needs of the projected student population.</li> <li>3) Outlines the school's procedures for conducting background checks of employees and others.</li> </ol> <b>Performance and Evaluation</b> <ul style="list-style-type: none"> <li>• Describes how, and on what timeline, the school will evaluate the performance of teachers and school leadership. Include references as to who will conduct the various evaluations and how unsatisfactory performance will be handled.</li> </ul> | <i>0      1      2      3</i> |

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| <p>Training and Professional Development</p> <p>4) Describes how the school will provide employees with initial and ongoing orientation and professional development about the mission, vision and outcomes of the school.</p> <p>5) Provides information regarding the general professional development teachers and others will receive prior to the start of the first school year as well as the training topics the school plans to cover during its initial year of operation.</p> <p>Compensation Strategy</p> <p>6) Describe the school’s compensation strategy, particularly for teachers and leadership. This section should clearly align with the provided budget and narrative.</p> | <p>0      1      2      3</p> |
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*Comments/Suggested Interview Questions:*

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| <p><b>C. School Calendar and Schedule</b><br/> <i>Describes a calendar and schedule that reflects the school’s goals, purposes and proposed learning program.</i></p> |  |
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| <ul style="list-style-type: none"> <li>• Describes the calendar the school plans to use:</li> <li>• Identify the unique characteristics of the school’s proposed calendar.</li> <li>• Describes how this proposed calendar lends itself to the school’s mission, vision, and needs of the students being served.</li> <li>• Provides total number of student instructional days and minutes as well as professional development days.</li> <li>• Provides a copy of the school’s proposed calendar for the first year of operation.</li> <li>• Provides a school-wide ‘master’ schedule that is aligned to the program described at anticipated enrollment levels and clearly shows: <ul style="list-style-type: none"> <li>○ Arrival and dismissal times</li> <li>○ Duration of various periods</li> <li>○ Time devoted to each subject area</li> <li>○ Number of classrooms at anticipated enrollment level</li> <li>○ Teacher preparatory periods</li> <li>○ Student lunch/recess periods</li> </ul> </li> <li>• Provides a description or outline of a “typical day” at the new school.</li> </ul> | <p>0      1      2      3</p> |
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*Comments/Suggested Interview Questions:*

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| <b>D. Facility Plan</b>                                                                                                                                                                                                                                                                                                                                                                                                                                         |   |   |   |   |
| <i>Describes a plan to secure a suitable facility that meets the unique needs of the school and complies with health and safety and building code requirements.</i>                                                                                                                                                                                                                                                                                             |   |   |   |   |
| Facility Needs Planning Process <ul style="list-style-type: none"> <li>• Describes the school’s plan, including the timeline and process, for determining space needs appropriate to the program and enrollment.</li> <li>• Describes results of a preliminary facility needs assessment.</li> </ul>                                                                                                                                                            | 0 | 1 | 2 | 3 |
| Facility Selection Process <ul style="list-style-type: none"> <li>• Describes the school’s plan, including milestones, timeline, and process, for locating and selecting an appropriate facility.</li> <li>• Provides a description of any potential facility or facilities that have been identified.</li> </ul>                                                                                                                                               |   |   |   |   |
| <i>Comments/Suggested Interview Questions:</i>                                                                                                                                                                                                                                                                                                                                                                                                                  |   |   |   |   |
| <b>E. Transportation Plan</b>                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |   |   |   |
| <i>Describes a plan to provide transportation that meets the needs of the school and complies with Minnesota law.</i>                                                                                                                                                                                                                                                                                                                                           |   |   |   |   |
| Transportation Options <ul style="list-style-type: none"> <li>• If the school will provide its own transportation, describes the school’s plan, including the timeline, process and milestones to be met in locating and evaluating potential transportation providers.</li> <li>• If the resident school district will provide transportation for the school, describes any potential impacts on the school’s learning program and school calendar.</li> </ul> | 0 | 1 | 2 | 3 |
| Transportation Policies <ul style="list-style-type: none"> <li>• Describes the school’s policy for providing transportation to special populations</li> <li>• Describes the school’s policy for providing transportation to students that live outside the resident district.</li> </ul>                                                                                                                                                                        |   |   |   |   |
| <i>Comments/Suggested Interview Questions:</i>                                                                                                                                                                                                                                                                                                                                                                                                                  |   |   |   |   |
| <i>Overall Section Comments/Suggested Interview Questions:</i>                                                                                                                                                                                                                                                                                                                                                                                                  |   |   |   |   |

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| <b>V. Budget and Financial Sustainability</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                           |
| <b>A. Marketing, Outreach, Enrollment &amp; Admissions</b><br><i>Describes a marketing and outreach plan, based on the compelling need established, to ensure open access to all and full enrollment.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                           |
| <ul style="list-style-type: none"> <li>• Identifies the number of students expected to attend the school each year by grade level</li> <li>• Describes the rationale for the growth plan depicted above (i.e.: Why start with the grade levels identified? The number of students identified?)</li> <li>• Describes the school’s marketing strategy for recruiting and retaining the school’s target population.</li> <li>• Discusses how this school will intentionally and specifically conduct outreach to educationally and economically disadvantaged and hard-to-reach populations.</li> <li>• Describes how the school will engage families and community members from the time that the school is approved through opening.</li> <li>• Describes how the school will conduct an open admissions process including the use of a lottery to provide equal access to all students who apply.</li> </ul>                                                                                                                       | <p style="text-align: center;">0      1      2      3</p> |
| <i>Comments/Suggested Interview Questions:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                           |
| <b>B. Budget</b><br><i>Describes a strong plan to ensure the financial viability of the school and effective management of budget and finances.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                           |
| <ul style="list-style-type: none"> <li>• Includes a <b>five-year operational budget projection</b> that meet the following standards:</li> </ul> <p><u>Standard One:</u> Qualities of sound financial management are present.</p> <p>1.1 Assumptions guiding the budget development process are defensible.</p> <ul style="list-style-type: none"> <li>○ Enrollment estimates are based upon sound interest surveys and marketing data.</li> <li>○ A valid data source for assumptions about student characteristic data is described.</li> <li>○ Current and historical data assist in shaping revenue and expenditure increases and inflation assumptions</li> </ul> <p>1.2 Financial management strategies reflect abilities to adapt to changing fiscal conditions.</p> <ul style="list-style-type: none"> <li>○ Budget balancing and cost-containment strategies address potential enrollment changes.</li> <li>○ Replacement and improvement costs for technology, capital and supplies are adequately addressed.</li> </ul> | <p style="text-align: center;">0      1      2      3</p> |

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| <p><u>Standard Two:</u> Qualities of a healthy budget are present.</p> <p>2.1 There is a positive general fund balance in each of the three years.</p> <ul style="list-style-type: none"> <li>○ The budget for each year has an increasing general fund balance.</li> <li>○ A fund balance exists even if inaccuracies are corrected.</li> </ul> <p>2.2 The budget reflects only general fund items.</p> <p>2.3 Enrollment and staffing projections are consistently used throughout all sections of the application.</p>                                                                                                                                                                                                                                                                    | <p style="text-align: center;">0    1    2    3</p> |
| <p><u>Standard Three:</u> The budget supports a quality school plan.</p> <p>3.1 The budget contains a justification for each service option listed in the application.</p> <ul style="list-style-type: none"> <li>○ The narrative elements of the application are completed for each option.</li> <li>○ Each option requiring budget data is consistently described throughout the application.</li> </ul> <p>3.2 Some expenditures support the uniqueness of the school mission.</p> <ul style="list-style-type: none"> <li>○ Special curricular expenditures are clearly supported in the narrative.</li> <li>○ The budget contains unique and realistic staffing patterns.</li> </ul>                                                                                                     | <p style="text-align: center;">0    1    2    3</p> |
| <p><i>Comments/Suggested Interview Questions:</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                     |
| <ul style="list-style-type: none"> <li>● A <b>budget narrative</b> is presented that includes: <ul style="list-style-type: none"> <li>○ Strong assumptions, rationales and substantive documentation for the numbers presented in the five-year budget.</li> <li>○ A letter of verification for grant or philanthropic funds placed in the budget that have been secured.</li> <li>○ A plan for how the school will cover anticipated expenses for grant/philanthropic funds placed in the budget, but not secured, should they not materialize.</li> <li>○ Addresses the timeline the school intends to follow in applying for Charter School Program Grant start-up funds and what the school’s contingency plan would be in the event that funds are not received.</li> </ul> </li> </ul> | <p style="text-align: center;">0    1    2    3</p> |
| <p><i>Comments/Suggested Interview Questions:</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                     |
| <ul style="list-style-type: none"> <li>● Presents a strong plan and processes for <b>budget development and financial planning</b> describes the process the board and school leadership will use to develop and approve the annual budget, including: <ul style="list-style-type: none"> <li>○ Who will be involved,</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p style="text-align: center;">0    1    2    3</p> |

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| <ul style="list-style-type: none"> <li>○ How needs will be identified and weighed,</li> <li>○ Timeline for creating and approving budgets, and</li> <li>○ Procedures and intervals for monitoring and modifying budgets.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                |                               |
| <p><b>B. Financial Oversight</b><br/><i>Presents a strong system, processes and procedures for financial oversight.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                               |
| <ul style="list-style-type: none"> <li>• Describes the policies and procedures the school will use to ensure that taxpayer dollars are appropriately used and accounted for. This includes procedures for managing accounting, payroll, purchasing, and the annual audit.</li> <li>• Describes the process the board and school leadership will use to monitor the financial condition of the school.</li> <li>• If the school intends to hire an external financial manager or other support, include this information and how potential contractors and the auditor will be selected.</li> </ul> | <i>0      1      2      3</i> |
| <p><i>Comments/Suggested Interview Questions:</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                               |
| <p><i>Overall Section Comments/Suggested Interview Questions:</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                               |

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| <p><b>VI. Additional Information for Existing Operators Only</b></p>                                                                                                                                                                                                                                                                                                                                                                             |                               |
| <p><b>A. Selection and Oversight of Educational Service Provider</b></p>                                                                                                                                                                                                                                                                                                                                                                         |                               |
| <ul style="list-style-type: none"> <li>• Describes how the founding team became acquainted with the ESP and how the founding team determined that this particular ESP is best suited to serve the proposed group of students.</li> <li>• Indicates how the school will assess the performance of the ESP and determine whether a continued partnership is in the best interest of students.</li> </ul>                                           | <i>0      1      2      3</i> |
| <p><b>B. ESP’s Current Network, Mission, and Strategic Vision</b><br/><i>Provides background information on the ESP and its desired goals.</i></p>                                                                                                                                                                                                                                                                                               |                               |
| <ul style="list-style-type: none"> <li>• Describes the ESP’s genesis, and mission in serving students.</li> <li>• Describes the ESP’s current portfolio including: <ul style="list-style-type: none"> <li>○ Geographical areas served</li> <li>○ Number of schools– provide a chart detailing the name, location, opening year (whether planned or realized), closure year (if applicable), and number of students served</li> </ul> </li> </ul> | <i>0      1      2      3</i> |

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| <p>for each school in the portfolio. Also provide the names and contact information for all authorizers overseeing portfolio schools.</p> <ul style="list-style-type: none"> <li>○ Provides evidence of each school’s impact on student achievement as attachment #7. State standardized test results, as well as other well-recognized test results (ie: ACT, SAT, NWEA, etc.) may be presented.</li> <li>○ Provides evidence of the ESP’s financial health and long-term viability including required attachments #8 and #9.</li> </ul> <ul style="list-style-type: none"> <li>● Describes the ESP’s strategic vision and plan for growth over the next five years in Minnesota and elsewhere. Analyzes primary challenges.</li> <li>● Organizational chart for ESP provided.</li> </ul> |  |
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*Comments/Suggested Interview Questions:*

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| <b>C. Proposed Relationship Between ESP and Charter School</b>                                                                                                                                                                                                                                        |                               |
| <ul style="list-style-type: none"> <li>● Provides a description of the scope of services the ESP intends to provide for the school as well as evidence of the ESP’s capacity to successfully execute all functions.</li> <li>● Includes a copy of the proposed contract as attachment #10.</li> </ul> | <i>0      1      2      3</i> |

*Comments/Suggested Interview Questions:*

*Overall Section Comments/Suggested Interview Questions:*

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| <b>VII. Pre-Operational Action Plan</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                               |
| <p>Provides a detailed action plan outlining the steps the founding group will undertake to ensure a successful start-up. Use the St. Thomas Ready to Open Checklist as a key resource to present a well-organized chart that includes:</p> <ul style="list-style-type: none"> <li>● All projected key steps in the pre-operational period,</li> <li>● The started projected completion date of each task organized by month, and</li> <li>● The person(s) responsible for each task.</li> </ul> | <i>0      1      2      3</i> |

*Overall Section Comments/Suggested Interview Questions:*

## CONCLUSION

### *Overall Rating and Summary Comments*

Please complete your evaluation by writing a brief statement representing your overall impression of the Application and summarizing its strengths and weaknesses. The thoughts identified below should represent a “thirty second snapshot” of your evaluation. Finalize your summary by including a statement regarding whether you believe the application meets standards overall and the applicant group should move forward to the capacity interview.

## Frequently Asked Questions

### **What is a New Operator vs. an Existing Operator?**

St. Thomas defines a ‘New Operator’ as an applicant whose founding team members have not previously operated a charter school, and who do not intend to contract with an experienced Education Service Provider (ESP) to oversee the implementation of the school’s academic program and overall operation.

‘Experienced Operators’ are defined as applicants whose founding team members have previously operated a charter school or who intend to contract with an experienced Education Service Provider (ESP) to oversee the implementation of the school’s academic program and overall operation. ESP is defined as a “for profit education management organization, nonprofit charter management organization, school design provider, or any other partner entity with which a charter school intends to contract for educational design, implementation, or comprehensive management.”

If you believe that your founding team has elements of both a new and experienced applicant, please contact St. Thomas authorizing program staff regarding which application version should be completed.<sup>2</sup>

### **Will I have a chance to make additions or changes to my application after the submission deadline?**

No. Once the submission deadline has passed, no changes may be made. Please double-check your application to ensure that all materials are included, clearly marked, and in the proper order prior to submitting.

### **Do I have to follow the order of the application questions exactly?**

Yes. The St. Thomas application is arranged to facilitate our understanding of the school model being proposed, as well as allow for efficient review by internal and external experts. Applications which do not follow the required format, contain incomplete information, or are missing attachments may be disqualified and removed from the review process. St. Thomas reserves the right to reject any applications that are incomplete or substantially diverge from application specifications prior to internal/external expert review. Additionally, all applicants are encouraged

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<sup>2</sup> Definitions in this section are adapted from those crafted by the Indiana Charter School Board.

to review the Evaluation Rubric prior to submitting their application in order to ensure that responses address all criteria.

**Can I apply to more than one authorizer? If I do, will it hurt my chances of receiving authorization from St. Thomas?**

The relationship between a charter school and authorizer is critically important and functions best when St. Thomas and mutual respect are present. For this reason, St. Thomas encourages founding teams to learn as much as possible about the mission, vision, philosophy, and operating policies and procedures of any entity to which it intends to apply for authorization. If the founding team believes it is aligned with more than one authorizing entity, St. Thomas does not prevent or discourage the team from submitting multiple applications, nor does it penalize founding teams who apply to more than one authorizer. We do require that applicants disclose the names of authorizers to which they have applied or intend to apply.

**Where can I learn more about St. Thomas and its authorizing philosophy?**

The best place to learn about St. Thomas’s authorizing program is its webpage. We particularly encourage prospective applicants to read the ‘about the St. Thomas Authorizing Program’ section, our Authorizing Program Policy Manual, and profiles of the schools currently in our network. Time allowing, we are also happy to meet with applicant groups in person to discuss the application process and our authorizing philosophy.

Link to our webpage: <https://education.stthomas.edu/about/impact/charter-school-authorizing/>

**If I submit a letter of intent, do I have to submit a full application?**

The letter of intent is intended to communicate your interest in and intention to submit an application to St. Thomas; however, there is no obligation to submit a full application should your circumstances change. As the letters of intent are primarily used to determine the number of applications we will receive, and the number of reviewers we will need, we greatly appreciate notification via email or phone if you no longer intend to submit an application during the current round.

**How can I ask questions and provide feedback to St. Thomas?**

Please direct any questions regarding application submission, process, timeline, or content to [mmcgraw@stthomas.edu](mailto:mmcgraw@stthomas.edu). In addition, we are always looking to improve our processes and invite comments and suggestions from applicants. If there are additional questions you believe would have assisted your organization in showcasing its proposal, or language you believe could have been clarified, please send your suggestions—as well as a citation for the part of the application to which your comment pertains—to [mmcgraw@stthomas.edu](mailto:mmcgraw@stthomas.edu).

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## V. Charter Renewal Process and Application

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University of St. Thomas (St. Thomas) views contract renewal as an on-going process that is engaged in by the Board of Directors, school leadership, and the authorizer throughout the duration of the school's contract with its authorizer, and not just an end of contract exercise. The process culminates in renewal year activities including an end of term site visit, sharing of a draft evaluation, application for contract renewal and St. Thomas finalizing its evaluation of the school's progress over the contract term. This process meets the requirements of *Minnesota Statutes 124E.05 subd.4(7)* which states that an authorizer must have a "process for renewing or terminating the school's charter based on evidence showing the academic, organizational, and financial competency of the school, including its success in increasing student achievement and meeting the goals of the charter school agreement...."

During the renewal year, St. Thomas will conduct a Formal Site Visit in the fall, as well as a follow-up End of Contract Term visit in the winter. This will provide the St. Thomas renewal team with a deeper understanding of the progress the charter school is making and has made over the length of the contract.

End of Contract Term Site Visits are similar to Formal Site Visits but are conducted by a team of reviewers four to six months prior to the end of the school's contract term. The visit takes place prior to the school's submission of its Renewal Application and, along with the observations and documentation accumulated throughout the length of the contract, provides St. Thomas with the information needed to finalize its draft renewal evaluation of the school's performance against the Accountability System agreed upon in its contract.

The school receives the draft renewal evaluation and has an opportunity, through the Renewal Application, to:

- Re-affirm the key programmatic and organizational elements of the school's charter;
- Provide the school's analysis of its academic, financial, and organizational performance from the current contract.
- Address the concerns raised by St. Thomas staff in the renewal evaluation draft; and
- Describe future programmatic changes and school-specific goals.

The Renewal Application also provides the school with an opportunity re-affirm the key programmatic and organizational elements of the school's charter which, if renewed, will assist in the preparation of the school's new contract.

After receiving and reviewing the school's Renewal Application, St. Thomas will then make changes to its draft evaluation, if necessary, and resubmit a final evaluation and renewal determination to the school's board. Using the results of the final evaluation St. Thomas determines whether to renew its contract with the charter school and if so, for what length of time. Contracts can be renewed for up to five years and St. Thomas references the Length of Contract Renewal Guidelines document found below as a guide in determining an appropriate contract length. However, it is appropriate to note that the guidelines document does not obligate the board to a particular decision or length of contract and should not be construed as a requirement or

guarantee. St. Thomas acts in accordance with *MN Statutes 124E*, and considers the performance of all students as the most important factor in determining contract renewal, with the additional statutory purposes as additional factors.

In the event that a school’s contract is terminated or not renewed, St. Thomas would adhere to all relevant requirements and timelines provided by *Minnesota Statutes 124E.10, Subd. 4*.

Per statute, St. Thomas may act to terminate or not renew a charter on the following grounds:

- (1) *failure to demonstrate satisfactory academic achievement for all students, including the requirements for pupil performance contained in the contract;*
- (2) *failure to meet generally accepted standards of fiscal management;*
- (3) *violations of law; or*
- (4) *other good cause shown.*

## Timeline

Please note that the timelines below represent the latest an action may take place. Schools may submit application documents in advance of the deadlines listed, and St. Thomas may provide invitations/notifications early when possible and practical.

| Date                                | Action                                                                                                                                                                                      |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| December - First Friday in February | End of Term Site Visit by St. Thomas Charter Renewal Team (See Program Manual section on Accountability and Oversight for additional information).                                          |
| Second Friday of February           | Renewal evaluation drafted and shared with school                                                                                                                                           |
| Second Friday of March              | Renewal application due to St. Thomas                                                                                                                                                       |
| March board meeting                 | Renewal evaluation finalized and recommended for approval/denial by St. Thomas Charter Accountability Board; approval/denial forwarded to St. Thomas President by School of Education Dean. |
| First Friday of April               | Final evaluation and contract determination provided to the school<br>(60 business days prior to the end of the contract)                                                                   |
| April-May                           | Contract negotiations<br>(renewing schools only)                                                                                                                                            |
| May board meeting                   | School board signs contract                                                                                                                                                                 |
| No later than June 30 <sup>th</sup> | St. Thomas President signs contract; contract submitted to MDE within 10 business days.                                                                                                     |

## Instructions

### Formatting of Renewal Application

The renewal application narrative should be a maximum of 15 single-spaced pages using 12 pt. font and one inch margins. Schools may determine their use of the 15 pages and may allot space to the various report components based on need and preference. Attachments to the narrative are not included in the page limit. Both the narrative and its attachments must be submitted as a single Microsoft Word or PDF documents.

### Submission of Renewal Application

Please submit *one electronic copy* (Microsoft Word or PDF) of the narrative and all relevant attachments mmcgraw@stthomas.edu. See timeline above for due date.

## Application Elements

Please organize your report according to the ordering below. The renewal application includes five sections:

- Charter Application Information,
- Academic Success,
- Financial Viability,
- Organizational Capacity, and
- Response to Evaluation

Please clearly mark each section and subsection.

- 1. Charter Application Information:** Re-affirm the key elements of the school's charter. If critical elements of the original charter (i.e.: mission, target population, educational philosophy, etc.) have evolved over time and/or the school has plans to modify such elements during the coming contract period, address why the change is needed and how the modified elements will result in better outcomes for students. St. Thomas reserves the right to approve or deny modifications to the original charter. [Recommended page limit: 2-5]
  - a. Confirm or update your school's Program Description information.** The responses in this section will be attached to your charter contract and will represent the key elements of your charter.
    - **Mission**  
State and affirm the mission your school intends to fulfill in the coming contract period, if the mission has changed in any way, articulate what has changed and why. Note that before a new mission can take effect authorizer approval is required.
    - **Vision**  
State and affirm the vision your school intends to fulfill in the coming contract period, if the vision has changed in any way, articulate what has changed and why.
    - **Declaration of Primary and Secondary Purposes**

Indicates which of the statutory purposes articulated in 124E your charter will implement. Must include the primary purpose and at least one secondary purpose.

- **Scope of Program**

- *Grades to be served*

Must align with currently approved grades, if not fully implemented, provide the timeline for growth.

- *Number of students served*

Only be specific if this is a critical programmatic element—for example—if part of your model is to provide a small-school environment, note the maximum number of students you would enroll. If size is not critical, provide reasonable parameters, ie: ‘The school currently serves 400 students and abides by the school board’s annual determination regarding maximum class sizes.]

- *Target population*

Only be as specific as your model requires. For example, a target population could be ‘students in the Phalen Lake neighborhood.’ Bear in mind that charter schools must abide by open enrollment requirements regardless of their target population.

- *Location*

Only be as specific as your model requires. Think ‘metro,’ or if located in a rural area, the name of a specific town/region.]

- *School Calendar*

Provide a brief description such as: traditional calendar, year-round calendar, traditional calendar with extended school day, etc.

- *Transportation*

Provide a brief explanation of how the school intends to provide transportation for students.

- **Description of Educational Model and Philosophy**

- *Statement of Philosophy*

What you believe about how students should be educated—and how they will be/are educated in your school.

- *Description of Model*

For example: Classical, IB, Immersion, Montessori, Virtual/Hybrid, Project Based, etc. Provide details around what the model offers.]

- *Description of Critical Programmatic Elements*

These are items that make your school what it is, without which the school would differ from the idea originally proposed in the application. For example: foreign language offerings for all students, use of mentoring partnerships, internship program, etc.

- **Services for Special Populations**

- *Special Education*

As dictated by the charter law, provide information on “how the board of directors or the operators of the charter school will provide special instruction and services for children with a disability under sections [125A.03](#) to [125A.24](#), and [125A.65](#), and a description of the financial parameters within which the charter school will operate to provide the special instruction and services to children with a disability.”

- *English Language Learners*

Provide information on how the school serves these students in accordance with law.

- *Gifted Students*

Provide information on how the school meets the needs of these students.

- **Governance and Management Plan**

Provide a brief description of how the school's organizational structure, management plan, and governance structure. Governance structure would include the board composition identified in your bylaws, as well as any standing committees that are identified in your bylaws or are critical to your model.

- **Educational Service Provider**

Does the school intend to use an Educational Service Provider/Charter Management Organization? If no, delete this section entirely or mark it 'not applicable.' If yes, provide a description of the ESP and the services to be provided.

2. **Academic Success:** Illustrate the school's academic successes and challenges over the course of the current contract term, as well as future plans for the academic program. [Recommended page limit: 1]

a. **Administrative Team Analysis**

- **Examination of Past Performance**

Briefly present the administrative team's evaluation of the school's academic performance over the current contract period, including both significant successes and challenges.

- **Future Plans**

Briefly present the administrative team's plans for continuously improving the academic program and maintaining current areas of excellence.

3. **Financial Viability:** Illustrate the school's responsible oversight and management of financial resources over the course of the current contract term, as well as future plans to maintain financial viability. [Recommended page limit: 1]

a. **Administrative Team Analysis**

- **Examination of Past Performance**

Briefly present the administrative team's evaluation of the school's financial performance over the current contract period, including both significant successes and challenges.

- **Future Plans**

Briefly present the administrative team's plans for continuously improving the school's financial health and maintaining current areas of excellence.

4. **Organizational Capacity:** Illustrate the school's governance structure and operations over the course of the current contract, as well as future plans regarding governance and operations. [Recommended page limit: 1]

a. **Administrative Team Analysis**

- **Examination of Past Performance**

Briefly present the administrative team’s evaluation of the school’s organizational performance over the current contract period, including both significant successes and challenges.

- **Future Plans**

Briefly present the administrative team’s plans for continuously improving the school’s organizational health and maintaining current areas of excellence.

**5. Response to Evaluation:** After carefully examining the draft evaluation compiled by St. Thomas, provide any corrections or additional context you believe will assist St. Thomas in making a renewal decision. Please reference indicator numbers throughout. [Recommended page limit: 7-10]

a. **Individual Indicators**

In any area where the school scored below a 3 in the current year, provide information on how the school plans to meet the standard in the upcoming contract. If you believe an indicator from the current year was scored incorrectly, please provide information that would support an adjusted score. As schools are given an opportunity to correct evaluation scores each year, scores from earlier years of the contract cannot be adjusted.

b. **Overall Trajectories**

In any area where the school’s performance trajectory is weak (trend is negative and either ends or remains below a 3) provide information on how the school plans to address the issue in the upcoming contract.

c. **School Specific Goals**

Suggest 1-2 annually measurable, rigorous academic goals that are aligned with this specific school’s mission and vision. Goals must be specific, measurable, attainable, rigorous, and suitable for annual use (or have a target for each year of the contract).

## Evaluation Process

St. Thomas produces the final renewal evaluation using information from the contract renewal application, end-of-term site visit, and observations and documentation accumulated throughout the length of the contract. The evaluation is our opportunity to determine the extent to which the school is meeting St. Thomas’s expectations of a high quality academic program and well-managed organization. More specifically, we assess the school based on the measures included in the Accountability System’s Evaluation Rubric agreed upon by the school and St. Thomas at the time the contract was signed.

## Evaluation Rubric

The Evaluation Rubric included in the school’s current contract with St. Thomas is the rubric utilized at the time of renewal.

## Length of Contract Renewal Guidelines

| Renewal Years  | Indicators of School Performance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5 Year Renewal | <ul style="list-style-type: none"> <li>• Not currently on intervention status for the previous three years.</li> <li>• Average evaluation score in each section (academic, financial, governance) of 2.5* or more</li> <li>• “Good standing” rating for all site visits within the past three years.</li> <li>• Meets all the terms of the contract</li> <li>• No major concerns with academic, financial or board governance</li> <li>• Indicators of excellence are present (ie. MDE School Finance Award, Local/State/National Recognition of school, staff, students, etc.)</li> </ul> |
| 4 Year Renewal | <ul style="list-style-type: none"> <li>• Not currently on intervention; No interventions in previous two years.</li> <li>• Average evaluation score in each section (academic, financial, governance) of 2.35 or more</li> <li>• “Good standing” site visit rating for past two years.</li> <li>• Meets all the terms of the contract</li> <li>• No major concerns with academic, financial or board governance</li> </ul>                                                                                                                                                                 |
| 3 Year Renewal | <ul style="list-style-type: none"> <li>• Not currently on intervention; No more than one year on Intervention status in the past three years.</li> <li>• Average evaluation score in at least two sections (academic, financial, governance) of 2.25 or more</li> <li>• “Good standing” or “Concerns raised” in site visit response or through ongoing oversight</li> <li>• Meets the terms of the contract, with minor exceptions</li> <li>• Minor concerns with academic, financial or board governance</li> </ul>                                                                       |
| 2 Year Renewal | <ul style="list-style-type: none"> <li>• Intervention level 1, 2, or not on intervention</li> <li>• Average evaluation score in at least two sections (academic, financial, governance) of 2.0 or more</li> <li>• “Concerns raised” site visit response or through ongoing oversight</li> <li>• Meets the terms of the contract, with minor exceptions</li> <li>• Concerns with academic, financial or board governance</li> <li>• Minor outstanding requests or requirements</li> </ul>                                                                                                   |
| 1 Year Renewal | <ul style="list-style-type: none"> <li>• Currently on intervention, any level</li> <li>• Average evaluation score in any section (academic, financial, governance) of 1.75 or less</li> <li>• “Concerns raised” in site visit response or through ongoing oversight</li> <li>• Meets the terms of the contract, with one or more major exceptions</li> <li>• Major concerns with academic, financial or board governance</li> <li>• Minor outstanding requests or requirements</li> </ul>                                                                                                  |
| Non-Renewal    | <ul style="list-style-type: none"> <li>• On intervention, any level</li> <li>• Average evaluation score in one or more sections (academic, financial, governance) of 1.5 or less, or multiple sections below 2.0.</li> <li>• “Major concerns raised” in site visit response or through ongoing oversight</li> <li>• Does not meet two or more terms of the contract</li> <li>• Major concerns with academic, financial or board governance</li> <li>• Major outstanding requests or requirements</li> <li>• Violations of law</li> </ul>                                                   |

## Frequently Asked Questions

### **Where can I learn more about St. Thomas and its authorizing philosophy?**

The best place to learn about St. Thomas's authorizing program is its webpage. We particularly encourage prospective applicants to read the 'about the St. Thomas Authorizing Program' section, our Authorizing Program Policy Manual, and profiles of the schools currently in our network. Time allowing, we are also happy to meet with applicant groups in person to discuss the application process and our authorizing philosophy.

Link to our webpage: <https://education.stthomas.edu/about/impact/charter-school-authorizing/>

### **How can I ask questions and provide feedback to St. Thomas?**

Please direct any questions regarding application submission, process, timeline, or content to your school's St. Thomas liaison or [mmcgraw@stthomas.edu](mailto:mmcgraw@stthomas.edu). St. Thomas is always happy to answer questions and offer technical support throughout the application process. St. Thomas will not, however, proofread drafts or offer content-specific advice.

We are always looking to improve our processes and invite comments and suggestions at [mmcgraw@stthomas.edu](mailto:mmcgraw@stthomas.edu).

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## **VI. CONTRACT AMENDMENT PROCESS**

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St. Thomas strives to maintain consistency over the course of each contract period. As such, contracts are typically updated as part of the renewal process. However, St. Thomas understands that on occasion an amendment to the contract is necessary. Examples of areas in which changes would require an amendment include, but are not limited to, substantive modifications to the school information presented in Attachment 1 of the contract and adjustments or revisions of contract goals.

In order to facilitate potential changes, please complete to following steps:

1. Call your school's liaison to discuss changes under consideration.
2. Submit a letter signed by the board chair and school director to your school's liaison that summarizes the requested change and provides rationale supporting the request. Please feel free to attach additional information that supports the case for the change.
3. St. Thomas staff will review the letter and follow-up via phone and/or email with questions and/or requests for additional information.
4. St. Thomas staff will complete a final review and determination whether to accept or deny the request.
5. St. Thomas will send a letter to the board chair and school director that articulates the decision as well as identifies any next steps.

Please note that depending upon the requested change, the contract may have to be re-signed by the school and the University and submitted to MDE.

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## VII. CHANGE IN AUTHORIZER APPLICATION

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Welcome to the University of St. Thomas (St. Thomas) Change in Authorizer Application. We appreciate your consideration of St. Thomas as authorizer for your school and are hopeful that you will find the application questions useful. St. Thomas is committed to authorizing high quality charter schools with proven results. St. Thomas will consider a Change in Authorizer Application only from existing charter schools that have a proven track record of success. These charter schools must be able to adequately demonstrate a history of strong academic success by students, show evidence of fiscal responsibility and show evidence that there will be a strong alignment between the Authorizing Philosophy of the University and the vision and mission of the charter school.

St. Thomas has established a philosophy to guide its authorizing efforts that is founded on the core principles of charter schools and charter school authorizing, including the idea of autonomy in exchange for accountability. This philosophy, and the policies used to implement it, ensure that St. Thomas establishes an authorizing relationship with only top-quality charter schools whose mission and purpose are in alignment with the following tenets of St. Thomas's Authorizing Philosophy:

- Promote Moral Responsibility
- Promote Critical Thinking
- Promote Wise Action
- Promote Skillful Work
- Advance the Common good

St. Thomas is pleased to accept change in authorizer applications for all types of charter schools without restrictions on the type of model, curriculum, or location of the proposed school, so long as they demonstrate alignment with our mission and the authorizing philosophy articulated in our Charter School Authorizing Program Manual. We are currently accepting applications for schools located in the Twin Cities metropolitan area.

A charter school currently in operation in Minnesota under *Minnesota Statutes 124E.10 Subd. 5*, may apply to St. Thomas for a change in authorizer under the following parameters: *if the authorizer and the charter school board of directors mutually agree not to renew the contract, or if the governing board of an approved authorizer votes to withdraw as an approved authorizer for a reason unrelated to any cause under subdivision 4, a change in authorizers is allowed. The authorizer and the school board must jointly submit a written and signed letter of their intent to the commissioner to mutually not renew the contract. The authorizer that is a party to the existing contract must inform the proposed authorizer about the fiscal, operational, and student performance status of the school, including unmet contract outcomes and other outstanding contractual obligations. The charter contract between the proposed authorizer and the school must identify and provide a plan to address any outstanding obligations from the previous contract.*

The board of a charter school that meets the above conditions may submit a Letter of Intent to St. Thomas for a change in authorizer. If a Letter of Intent is approved by St. Thomas, the existing charter school board will be invited to submit a full application for a change in authorizer. If the full application is approved, St. Thomas will submit an affidavit to the Minnesota Department of Education with the intent to authorize the charter school, per *Minnesota Statutes, 124E.10 Subd.*

5. At any point in the process, St. Thomas may deny authorization of a charter school without providing a reason for denial.

Instructions for completing and submitting a change in authorizer application follow. Please see the Review Process, Evaluation Rubric and Frequently Asked Questions sections for additional details. While the content of application is the responsibility of the school’s leadership team, feel free to contact us with any questions about the process or clarifications around any of the application sections.

Thank you for your interest in St. Thomas, and for your desire to provide Minnesota’s children with an excellent education.

## Timeline

Please note that the timelines included are intended to provide an idea of the general process and may vary from one review cycle to the next. Updated timelines are available by contacting the Director of Charter School Authorizing, or by checking the St. Thomas Charter Authorizing Program Website.

| Date                                                                                  | Action                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| On or before<br>2 <sup>nd</sup> Friday in September                                   | Letter of Intent Due to St. Thomas                                                                                                                                                                                                                                                                                    |
| First Week in October                                                                 | Invitation to Submit Full Application Extended                                                                                                                                                                                                                                                                        |
| 1 <sup>st</sup> Business Day in<br>November                                           | <b>Full Applications Due to St. Thomas</b>                                                                                                                                                                                                                                                                            |
| November                                                                              | Applications reviewed based on St. Thomas’s accountability framework                                                                                                                                                                                                                                                  |
| November                                                                              | Site Visit Conducted                                                                                                                                                                                                                                                                                                  |
| November-December                                                                     | St. Thomas Charter Accountability Board moves to approve or deny Change in Authorizer application. Recommendation of Charter Accountability Board sent to Dean of College of Education, Leadership and Counseling, and St. Thomas President for final approval. Applicants not selected to move forward are notified. |
| December - January                                                                    | Upon final approval from St. Thomas leadership, official notification will be provided to the charter school founding team and an affidavit to the MN Department of Education will be prepared.                                                                                                                       |
| 105 Business Days<br>Before End of Existing<br>Contract<br>(Approximately February 1) | <b>Submit Affidavit to MDE</b>                                                                                                                                                                                                                                                                                        |

*Minnesota Statutes 124E.10 Subd. 5* establishes the following submittal requirements which drive St. Thomas’s change in authorizer application timelines, *the proposed contract must be submitted at least 105 business days before the end of the existing charter contract. The commissioner shall have 30 business days to review and make a determination. The proposed authorizer and the school shall have 15 business days to respond to the determination and address any issues*

*identified by the commissioner. A final determination by the commissioner shall be made no later than 45 business days before the end of the current charter contract.*

## **Instructions**

As detailed under the Application Elements section, St. Thomas's change in authorizer application process into includes two parts: a letter of intent and a full application. Instructions for formatting and submitting each part follows.

### **Formatting and Submitting Letter of Intent**

- Letter of Intent should be a maximum of five pages (attachments do not count towards the page limitation).
- Letter of intent must be typed spaced on white 8.5''X11'' paper with 1-inch page margins and a minimum 12-point font size.
- Letter of intent must be submitted in MS Word or PDF format.
- Use large font, bold, italics, underlining, or another consistent method of making headings clear to the reader.
- Page numbers must be provided throughout the document.

Please email one copy (PDF or Microsoft Word format) of the Letter of Intent to:

[mmcgraw@stthomas.edu](mailto:mmcgraw@stthomas.edu)

To be considered, the letter of intent must be received by the deadline specified for the desired application cycle (see the Timeline section).

### **Formatting and Submitting of Full Application:**

- Application should be a maximum of 25 pages (attachments do not count towards the page limitation).
- Application must be typed and single or 1.5 spaced on white 8.5''X11'' paper with 1-inch page margins and a minimum 11-point font size.
- Application must be submitted in MS Word or PDF format.
- Use large font, bold, italics, underlining, or another consistent method of making headings clear to the reader.
- Page numbers must be provided throughout the document.
- Clearly label each section and subsection of the application contained in the Narrative/Work Plan (i.e.: II. School Foundation, A. Need, etc.).
- Provide a table of contents at the start of the application listing the page where each section and sub-section can be found.
- Clearly label each attachment with its number and title (i.e.: Attachment #1 – School MCA Data).
- Attachments do not count toward page limits.
- Properly cite any sources that are referenced using MLA, APA, or another commonly accepted format.
- Prior to submitting an application, please ensure that you are familiar with the MN Charter School Law ([MN Statutes §124E](#)) and MN Open Meeting Law ([MN Statutes Chapter 13D](#)).
- If a particular question does not apply to your proposal, please state, "not applicable," and provide a brief rationale.

Please also submit via email one electronic copy (PDF or Microsoft Word format) to:

[mmcgraw@stthomas.edu](mailto:mmcgraw@stthomas.edu)

The emailed application must be received by the submission deadline in order for the application to be considered. Receipt of complete applications will be confirmed within two business days of the submission deadline.

## Application Elements

As noted in the instructions above, St. Thomas's Change in Authorizer Application process includes three parts: a letter of intent, a full application and a site visit. A description of the required content for the letter of intent and full application as well as an overview of the site visit structure is provided below.

### Letter of Intent to Change Authorizer

St. Thomas is committed to authorizing high quality charter schools with proven results. St. Thomas will consider a Change in Authorizer Application only from charter schools that are able to adequately illustrate strong academic standing and fiscal responsibility. If an existing charter school board is not able meet any of the three requirements listed below, the board must make a compelling case in the Letter of Intent explaining why St. Thomas should consider an application for a change in authorizer.

The charter school board must submit a letter to St. Thomas stating the reason for the request to submit an application for a change in authorizer. The Letter of Intent should be *no more than five pages* and state how the school's mission, vision and programing aligns with St. Thomas's five philosophy tenets of authorizing and why the school believes St. Thomas would be an appropriate authorizer for the school. In its Letter of Intent the charter school board must verify that:

1. **The school has a fund balance of at least 12 percent in the last audited fiscal year as indicated in the school's most recent financial audit.** If the school's fund balance is below 12 percent, please provide a description of the extenuating circumstances that have led to the current balance and the school's plan for increasing the fund balance in the future.
2. **The school has made AYP for the last two years in all subgroups and school-wide as illustrated in the school's MDE report card.** If the school has not made AYP in the last two years, please provide a description of the extenuating circumstances that have contributed to the school's difficulty in making AYP, and a summary of the plan to make improvements in student achievement that will lead to the school being able to make AYP status.
3. **The school is making adequate academic growth as illustrated by standardized test results (e.g. MCA II, NWEA MAP tests, Stanford 10, etc.).** Explain how the school has established school-wide goals to meet expectations of growth in math and reading as well as the school's results over the term of the contract.

Additionally, applicants must provide the following attachments to the Letter of Intent:

- **Mutual Agreement to terminate or not renew a contract.** The outgoing authorizer and the active charter school board must submit a statement to St. Thomas stating their intent to

terminate or not renew the charter school contract. This must be a joint letter, signed and dated by the responsible parties.

- **Evaluation of Existing Performance prepared by the outgoing authorizer.** Per the Charter School Law (*124E.10 Subd. 5*) the outgoing authorizer must inform St. Thomas “about the fiscal and operational status and student performance of the school.”
- The most recent year’s completed **financial audit and annual report.**

If an existing charter school board is not able meet any of the three requirements listed above, the board must make a compelling case in the Letter of Intent explaining the reasons for not meeting these requirements along with a rationale stating the reason why St. Thomas should consider the school for authorization.

### **Site Visit**

St. Thomas will conduct a site visit to the school prior to a decision on the application. This site visit may be completed during the review of the Letter of Intent or full application phase. The purpose of a site visit is to observe the learning program and meet with key stakeholders including board members, teachers, parents, school leadership, and business office staff. St. Thomas will follow its formal site visit protocol when conducting this visit. A representative of the St. Thomas authorizing program will contact the school to schedule the visit and provide details on the formal site visit protocol.

### **Full Application**

The following application should be completed and submitted to St. Thomas by charter schools not currently authorized by St. Thomas, who wish to switch their authorizing status to St. Thomas and have received approval of their Letter of Intent. ***Maximum length for the full application is 25 pages, excluding attachments.***

Below are the elements that must be included in the application narrative and appendices. Follow instructions carefully and do not exceed the page maximum. Please use section and sub-section outline headings throughout your application. The chart below summarizes each element and page limits. This is followed by a detailed description of each element.

| <b>Application Elements</b>                                                                                                                                                           |  | <b>Page Limit</b> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------|
| <b>I. Executive Summary</b>                                                                                                                                                           |  | 1-2               |
| <b>II. Learning Program – Is the learning program a success?</b><br>A. Academic Progress<br>B. Plans to Support a Strong Academic Program                                             |  | 6-10              |
| <b>III. Financial Viability – Does the school exhibit strong fiscal health?</b>                                                                                                       |  | 6-10              |
| <b>IV. Governance &amp; Operations – Is the organization effective and well run?</b><br>A. Governance<br>B. Operations<br>C. Plans to Maintain High Quality Governance and Operations |  | 6-10              |
| <b>TOTAL PAGES</b>                                                                                                                                                                    |  | <b>25</b>         |
| <b>V. Attachments</b>                                                                                                                                                                 |  |                   |
| • Annual Reports from Prior Years                                                                                                                                                     |  | NA                |
| • Financial Audits from Prior Fiscal Years                                                                                                                                            |  | NA                |
| • Board Minutes from the last 12 months                                                                                                                                               |  | NA                |

The application should discuss the progress the school has made, existing and future challenges, and how it has responded directly to any concerns/challenges that it has faced over the term of the contract with its outgoing authorizer. For example, if a school has had major financial problems, it might devote more space to discussing how the issue has been addressed and/or resolved. If the outgoing authorizer states any concerns about the performance of the charter school or board in documentation to St. Thomas, we will require the board to respond to those concerns.

## **I. EXECUTIVE SUMMARY**

Please provide a brief narrative highlighting the school’s accomplishments over the previous contract period with the non-St. Thomas Authorizer. Include a statement of how you believe having the University of St. Thomas as your school’s authorizer would enhance your school program.

## **II. LEARNING PROGRAM – Is the learning program a success?**

### **A. Academic Progress**

Please report on the school’s academic progress over the term of the last contract with the current authorizer. Wherever applicable, you may reference your annual reports (indicate the year and page number).

- List the school’s accountability plan goals for the learning program (both the standards-based assessment and school/mission-specific goals) and results over the entire term of the contract. Please provide any graphs or charts that may help illustrate your results. Comment on any trends noticed over this period of time as well as significant factors that may have had an impact on the results (both positive inputs and challenges faced).

- Discuss the school’s progress with meeting the academic goals of special populations (special education students and English language learners). How does the school’s academic program support efforts to meet Individual Education Plan goals and other goals for progress (e.g. Annual Measurable Achievement Objectives)? Is the school fulfilling its legal obligations with respect to these populations? Again, comment on any significant factors that may have had an impact on the results (both positive inputs and challenges faced).
- Discuss the school’s student attendance and retention rates over the term of the contract. Provide any graphs, charts or other artifacts that may help illustrate your results. Comment on any trends noticed over this period of time as well as significant factors that may have had an impact on the results (both positive inputs and challenges faced).

#### **B. Plans to Support a Strong Academic Program**

Please report on how the school plans to support a strong academic program focused on results through the next contract period.

- Discuss any programmatic changes the school plans to make in the next contract period to support success in the learning program.
- Describe how your school will use assessment data to drive improvements and/or make staffing decisions.
- Describe how the school will assess the instructional practices of staff.

### **III. FINANCIAL VIABILITY – Does the school exhibit strong fiscal health?**

Please report on the school’s financial oversight and management over the term of the contract. Wherever applicable, you may reference your annual reports or financial audits (indicate the year and page number).

- Over the course of the contract has the school maintained a balanced budget? Provide each fiscal year’s June 30 and this year’s most recent income and expense reports along with corresponding board-approved budgets as evidence of maintenance of a balanced budget. Please provide any graphs or charts that may help illustrate your results. If the school has engaged in deficit spending, indicate the year(s) and describe the circumstances under which this occurred.
- Has the school maintained a strong fund balance so as to minimize the use of a line of credit or loan? Please report the school’s end-of-year fund balance for each of the years of the contract. Does the board have an established fund balance policy? Please attach this policy. If the school has been in Statutory Operating Debt at any time during the course of the contract please provide an explanation of factors that contributed to this status and an update on the school’s current status.
- Discuss the results of the school’s financial audits and any findings the school has had over the course of the contract. Also, indicate whether the school received “clean” audits and whether there were any material weaknesses on the reports on internal

controls. If applicable, please describe the corrective actions taken to improve the status of the school's financial audit findings and the results of those actions.

- Discuss the school's ability to meet the St. Thomas expectations for reporting of financial documents. To what extent has the school consistently provided board financial documents (income/expense reports, cash flow, register of checks issued, etc.) at least three days prior to board meetings? Comment on any significant factors that may have had an impact on the school's ability to meet this requirement.
- Describe how the school board appropriately oversees the school's financials. What training have new and existing board members received? How is the board structured to ensure that a significant body of people have strong working knowledge of the school's financials (i.e. describe the board's committee structure and treasurer's involvement in oversight). Please report on how the organization plans to maintain financial viability through the next contract period.
- Discuss any programmatic changes the school plans to make in the next contract period to support the financial viability of the school (e.g. systems for proper reporting to the state).
- Describe how the board plans to oversee the school's financials in the future and if any structural or procedural changes will be made.
- Describe how the school and board will maintain the necessary expertise to properly oversee and manage the school's financials.

#### **IV. GOVERNANCE AND OPERATIONS – Is the organization effective and well run?**

##### **A. Governance**

Please report on the school's governance over the term of the contract. Wherever applicable, you may reference your annual reports or financial audits (indicate the year and page number).

- Describe how the board is working to meet the requirements of *Minnesota Statutes 124E.07*, including provisions surrounding ongoing training. If any board members attended training that was not Department-approved please provide information on the type of training, length of time, and topics covered. Please indicate if any board members (whether new or established prior to the enactment of this law) have not yet received training. Describe the steps taken to ensure that all board members meet the intent of this law this fiscal year.
- Does the board maintain a governance binder? What information is included in the binder and how does the board use this to properly govern the school?
- Describe the school's governance model and include the board bylaws that establish the governance. How does the chosen governance model support quality oversight of the school?

- How often has the board reviewed its bylaws and policies over the course of the contract? Describe the board's process for these reviews.
- Over the course of the contract has the board engaged in strategic planning, mission/vision review, and/or goal setting for the school? Provide a brief narrative of the results of this strategic planning process and how it has affected the school's overall mission, vision, and/or focus. Provide a copy of the strategic plan if applicable.
- Describe the board's self-review process and narrative outlining the results of this review over the course of the contract.
- Describe the board's process for evaluating the executive director. What information is used in the process, and how does the board use the results to drive staffing decisions? Please attach the board's director evaluation policy and process. If applicable, please describe the board's professional development plan for the lead administrator.
- Please ensure that the school has been in compliance with all applicable state statutes over the course of the contract. If the school is not in compliance, or has been out of compliance at any point in time, please describe the circumstances under which this occurred and the corrective action taken. Has the school been cited with violation of any state and federal laws? If so, please explain the circumstances.

## **B. Operations**

Please report on the school's operations over the term of the contract. Wherever applicable, you may reference your annual reports or financial audits (indicate the year and page number).

- Discuss the level of parent satisfaction in the school and report on the results of your school's parent surveys. How satisfied are parents with the school program, how has this level of satisfaction changed over the course of the contract, and what factors do you believe have affected these changes? Describe programmatic strategies the school uses to keep parents informed of the school's and their child's progress.
- Provide the school's teacher retention rates over the course of the current contract and comment on any trends noticed over this period of time as well as significant factors that may have had an impact on the results (both positive inputs and challenges faced). Are all the teachers in the school appropriately licensed? Please describe any challenges in finding appropriately licensed teachers.
- Discuss the school's physical plant and comment on the changes made over the course of the contract to improve the physical learning environment. What major/minor changes have been made to support student learning and what challenges does the school continue to face?
- Describe the school's admission policies and practices and how the school complies with *Minnesota Statutes 124E.11*. If the school has an interview, orientation, or placement process, indicate how the school supports an admissions process free of selection criteria.

## **C. Plan to Maintain High Quality Governance and Operations**

Please report on how the organization plans to maintain high quality governance and supportive operations through the next contract period.

- Discuss any programmatic or governance changes the school plans to make in the next contract period to support quality governance (e.g. discussions of a new governance model). Describe how the school and board will maintain the necessary expertise to provide proper and appropriate governance and meet its fiduciary responsibilities.
- Discuss any programmatic or governance changes the school plans to make in the next contract period to support effective and well-run operations (e.g. facilities renovation). What operational challenges do you anticipate the school will face over the next contract period and what strategies exist to address those challenges?

## V. ATTACHMENTS

All applicants must provide the following items to the application:

- **Annual Reports from Prior Years.** The school submitted its most recent annual report with the Letter of Intent. Please provide two additional reports to allow St. Thomas to assess the school's academic and operational history (ie: If the most recent report is from SY2016, provide reports from SY2015 and SY2014).
- **Financial Audits from Prior Fiscal Years.** The school submitted its most recent fiscal audit with the Letter of Intent. Please provide audits from to two years prior to allow St. Thomas to assess the school's financial history.
- **Board Minutes from the last 12 months.**

### Review Process

The University of St. Thomas (St. Thomas) utilizes a rigorous review process to examine Change in Authorizer Applications and makes determinations regarding whether a proposal should be approved or declined. St. Thomas reserves the right to deny authorization of a charter school at any point in the process without providing a reason for denial.

Each application cycle consists of the following elements:

- **Receipt of Letter of Intent:** Upon receipt of the charter school's Letter of Intent, St. Thomas will begin the process of reviewing the contents of the letter, and may choose to visit the school, using St. Thomas's existing protocols for school visits, prior to determining whether to invite the board to submit a full application. The Letter of Intent will be reviewed by program staff and representatives of the St. Thomas Charter Accountability Board (CAB), and a determination will be made whether or not to invite the charter school to submit a full application. If a Letter of Intent fails to demonstrate potential alignment with the St. Thomas mission and authorizing philosophy, after conferring with the St. Thomas Charter Accountability Board (CAB) and Dean, staff may notify the founding team that the school would not qualify for St. Thomas authorization.
- **Site Visit.** St. Thomas will conduct a site visit to the school prior to a decision on the application. This site visit may be completed during the review of the Letter of Intent or full application phase. The purpose of a site visit is to observe the learning program and meet with key stakeholders including board members, teachers, parents, school leadership,

and business office staff. St. Thomas will follow its formal site visit protocol when conducting this visit (see Program Manual for additional information). A representative of the St. Thomas authorizing program will contact the school to schedule the visit and provide details on the formal site visit protocol.

- **Application Receipt and Review for Completeness:** St. Thomas receives a Change in Authorizer Application and staff conduct a review for completion and compliance with application guidelines. Applications which clearly do not meet requirements (ie: are missing sections, do not adhere to application guidelines, etc.) are not reviewed. If an application is rejected during the completeness review, the founding team will be promptly notified.
- **Application Evaluation:** St. Thomas will use information provided in the Letter of Intent, Change In Authorizer Application, and related attachments, as well as information gained from the site visit to perform an evaluation using the St. Thomas School Evaluation Rubric (see Program Manual for additional information).
- **Staff Recommendation and Decision Process:** The Director of Charter School Authorizing gathers all data collected in the process of reviewing a school's Application to Change Authorizers and completing the St. Thomas School Evaluation Rubric. If the data support a recommendation to change authorizers, a recommendation is made by the Director of Charter School Authorizing to the Charter Accountability Board/School of Education Dean to approve the application. Upon approval of the application, the recommendation is then forwarded to the University's President, who makes the final decision and executes all subsequent contracts for authorization between the University and the school.

### Evaluation Rubric

Data and information included in the Letter of Intent, Change in Authorizer Application, and related attachments, as well as data and information gained from the site visit will be used to perform an evaluation using the St. Thomas School Evaluation Rubric (see Program Manual for additional information).

### Frequently Asked Questions

#### **Will I have a chance to make additions or changes to my application after the submission deadline?**

No. Once the submission deadline has passed, no changes may be made. Please double-check your application to ensure that all materials are included, clearly marked, and in the proper order prior to submitting.

#### **Do I have to follow the order of the application questions exactly?**

Yes. The St. Thomas application is arranged to facilitate our understanding of the school model being proposed, as well as allow for efficient review by internal and external experts. Applications which do not follow the required format, contain incomplete information, or are missing attachments may be disqualified and removed from the review process. St. Thomas reserves the right to reject any applications that are incomplete or substantially diverge from application specifications prior to internal/external expert review. Additionally, all applicants are encouraged to review the Evaluation Rubric prior to submitting their application in order to ensure that responses address all criteria.

**Can I apply to more than one authorizer? If I do, will it hurt my chances of receiving authorization from St. Thomas?**

The relationship between a charter school and authorizer is critically important and functions best when trust and mutual respect are present. For this reason, St. Thomas encourages school boards to learn as much as possible about the mission, vision, philosophy, and operating policies and procedures of any entity to which it intends to apply for authorization. If the school board believes it is aligned with more than one authorizing entity, St. Thomas does not prevent or discourage the team from submitting multiple applications, nor does it penalize founding teams who apply to more than one authorizer. We do require that applicants disclose the names of authorizers to which they have applied or intend to apply.

**Where can I learn more about St. Thomas and its authorizing philosophy?**

The best place to learn about St. Thomas’s authorizing program is its webpage. We particularly encourage prospective applicants to read the ‘about the St. Thomas Authorizing Program’ section, our Authorizing Program Policy Manual, and profiles of the schools currently in our network. Time allowing, we are also happy to meet with applicant groups in person to discuss the application process and our authorizing philosophy.

Link to our webpage: <https://education.stthomas.edu/about/impact/charter-school-authorizing/>

**If I submit a letter of intent, do I have to submit a full application?**

The letter of intent is intended to communicate your interest in and intention to submit an application to St. Thomas; however, there is no obligation to submit a full application should your circumstances change. As the letters of intent are primarily used to determine the number of applications we will receive, and the number of reviewers we will need, we greatly appreciate notification via email or phone if you no longer intend to submit an application during the current round.

**How can I ask questions and provide feedback to St. Thomas?**

Please direct any questions regarding application submission, process, timeline, or content to [mmcgraw@stthomas.edu](mailto:mmcgraw@stthomas.edu). In addition, we are always looking to improve our processes and invite comments and suggestions from applicants. If there are additional questions you believe would have assisted your organization in showcasing its proposal, or language you believe could have been clarified, please send your suggestions—as well as a citation for the part of the application to which your comment pertains—to [mmcgraw@stthomas.edu](mailto:mmcgraw@stthomas.edu).

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## VIII. EXPANSION APPLICATION

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Welcome to the University of St. Thomas (St. Thomas) Expansion Application process. A charter school currently authorized by the St. Thomas may request to expand the scope of its program to through the creation of additional sites or grade levels, including an officially recognized prekindergarten (PK) or preschool instructional program (PI).

The purpose of this application process is twofold. First, to provide St. Thomas with the information necessary to determine whether the proposed program expansion will meet authorizer and state requirements, and second, to collect information that will be necessary for crafting a supplemental affidavit in the event that St. Thomas approves the application. The Minnesota Department of Education (MDE) provides authorizers with detailed instructions on the requirements for expansion requests. The criteria outlined below are aligned with these requirements in order to facilitate a more streamlined process for schools. The school may find it useful to examine the ‘Supplemental Affidavit Instructions,’ the ‘Early Childhood Health and Development Screening Program Request Instruction’ and other supporting documents available through MDE.

Instructions for completing and submitting the Expansion Application follow. Please see the Review Process, Evaluation Rubric and Frequently Asked Questions sections for additional details. While the content of the application is the responsibility of the school’s leadership team, feel free to contact us with any questions about the process or clarifications around any of the application sections. Thank you for your commitment to providing Minnesota’s children with an excellent education.

### Timeline

The St. Thomas Charter Accountability Board will follow a timeline of action to inform the requesting charter school of the status of their request to expand its program. Please note that the timelines included are intended to provide an idea of the general process and may vary from one review cycle to the next. Updated timelines are available by contacting the Director of Charter School Authorizing, or by checking the St. Thomas Charter Authorizing Program Website.

| <b>Date</b>                                                              | <b>Action</b>                                                                                                                                                                                        |
|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| First Business Day in June (of the year prior to planned implementation) | <b>Expansion Application Due to St. Thomas</b>                                                                                                                                                       |
| June-July                                                                | Application Review                                                                                                                                                                                   |
| July                                                                     | Follow up requests for information, interviews and/or site visits with Requesting Charter School Representatives and St. Thomas                                                                      |
| August                                                                   | St. Thomas Charter Accountability Board moves to approve or deny Expansion Application.                                                                                                              |
| September                                                                | Upon final approval from St. Thomas leadership, official notification will be provided to the charter school board and a Supplemental Affidavit will be prepared for the MN Department of Education. |

*Minnesota Statutes 124E.06 Subd. 5(a)* establishes the following submittal requirements which drive St. Thomas's site/grade expansion application timelines: *A charter school may apply to the authorizer to amend the school charter to expand the operation of the school to additional grades or sites that would be students' primary enrollment site beyond those defined in the original affidavit approved by the commissioner. After approving the school's application, the authorizer shall submit a supplementary affidavit in the form and manner prescribed by the commissioner. The authorizer must file a supplement affidavit by October 1 to be eligible to add grades or sites in the next school year.*

## Instructions

Instructions for formatting and submitting St. Thomas's Expansion Application are below:

- Application must be typed, spaced 1.0 on white 8.5''X11'' paper with 1-inch page margins and a minimum 12-point font size.
- Application must be submitted in MS Word or PDF format.
- Use large font, bold, italics, underlining, or another consistent method of making headings clear to the reader.
- Page numbers must be provided throughout the document.
- Applications must contain all of the information requested in elements A-E below in order to be considered.

Please email one copy (PDF or Microsoft Word format) of the Application to: [mmcgraw@stthomas.edu](mailto:mmcgraw@stthomas.edu).

To be considered, the application must be received by the deadline specified for the desired application cycle (see the Timeline section).

## Application

The following application should be completed and submitted to St. Thomas by charter schools currently authorized by St. Thomas who wish to expand the scope of their school program to include an additional primary enrollment site or grades. This includes the addition of an instructional preschool program to provide early childhood education and preparation for transition to kindergarten for children ages 3 – 5 and/or an instructional prekindergarten program for four-year olds to prepare children for entry into kindergarten the following year. Applications must be received by **the first business day in June** of the school year prior to the implementation of the proposed expansion.

Below are the elements that must be included in the application narrative and appendices. The chart below summarizes each element. This is followed by a detailed description of each element.

| <b>Application Elements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>VI. Executive Summary</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>VII. Demonstration of Need and Projected Enrollment</b></p> <ul style="list-style-type: none"> <li>C. Need</li> <li>D. Projected Enrollment/Demand</li> <li>E. Enrollment Process</li> </ul>                                                                                                                                                                                                                                                                                                                  |
| <p><b>VIII. Evaluation of Academic &amp; Other Performance Areas</b></p> <ul style="list-style-type: none"> <li>A. Academic Performance</li> <li>B. Faculty</li> </ul>                                                                                                                                                                                                                                                                                                                                              |
| <p><b>IX. Evaluation of Legal and Fiscal Performance</b></p> <ul style="list-style-type: none"> <li>A. Current Financial Position</li> <li>B. Reporting</li> <li>C. Audit Findings</li> <li>D. Facilities and Services</li> <li>E. Faculty</li> <li>F. Budget and Cash Flow Projections</li> </ul>                                                                                                                                                                                                                  |
| <p><b>V. Evaluation of Governance and Management</b></p> <ul style="list-style-type: none"> <li>A. Board Capacity</li> <li>B. Management Capacity</li> </ul>                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>VI. Key Components of Proposed PK/PI Instructional Program</b></p> <ul style="list-style-type: none"> <li>A. Daily Schedule</li> <li>B. Comprehensive Child Assessment</li> <li>C. Intentional Instructional Practice</li> <li>D. Kindergarten Transition</li> <li>E. Community Coordination</li> <li>F. Staff Ratios &amp; Licensure</li> <li>G. Teacher Content Knowledge</li> <li>H. Completion of Early Childhood Screening</li> <li>I. Provision of Early Childhood Screening (if applicable)</li> </ul> |
| <p><b>VII. Attachments</b></p> <ul style="list-style-type: none"> <li>• Current Faculty Organizational Chart</li> <li>• Proposed Faculty Organizational Chart</li> <li>• Current School Board Roster</li> <li>• Budget and Cash Flow with Expansion</li> <li>• Budget and Cash Flow without Expansion</li> </ul>                                                                                                                                                                                                    |

## **I. Executive Summary**

Provide an overview of the proposed expansion including impacts on enrollment, faculty and facilities. Include an explanation of how the expansion forwards your school's mission and a brief rationale for such an expansion at this time. *Strong responses will include all required elements and be no more than two pages long.*

## **II. Demonstration of Need and Projected Enrollment**

Present a compelling reason and need for the expansion.

### **A. Need**

Provide a description and evidence of the need for the proposed expansion.

*Strong responses will be thoughtful, comprehensive, and clear in answering questions such as: What value will the expansion add to the school as a whole? How will this expansion enhance student learning? and Why is this expansion necessary at this time?*

### **B. Projected Enrollment**

Provide a description and evidence of the projected enrollment, including the numbers and ages of students to be served. *Strong responses may include stories of parents requesting such a program, but must go beyond anecdotes in providing support for enrollment projections (i.e.: surveys of parent interest in such a program, evidence of waitlists, etc.).*

### **C. Enrollment Process (for prekindergarten and preschool instructional programs only)**

Provide information on whether the program will be free to all participants or fee based. If fee-based, include the fee structure that will be used. Indicate whether the school intends to provide enrollment preference to kindergarten for students participating in a free early learning program as allowed per *MN Statutes 124E.11(c)*. Include the enrollment process and describe how students will be made aware of whether enrollment in the school's PK/PI program does/does not guarantee a student's 'spot' in the K-12 program.

*Strong responses will demonstrate the school's legally compliant enrollment program and a clear plan for communicating with families around enrollment issues.*

## **III. Evaluation of Current School Academic and Other Performance Areas**

Provide information about the school's current level of effectiveness.

### **A. Academic Performance**

Provide evidence of student academic achievement using longitudinal data from statewide assessments under chapter 120B (i.e.: MCA proficiency results) as well as school-selected assessment. Please note that for data to be considered 'longitudinal' it must involve at least three years of results. Supporting narrative should accompany all data. Include charts, graphs, and tables as necessary.

*Strong responses will include a multi-year analysis of MCA data which demonstrates positive student performance and growth over time. If applicable, additional data may be included to further demonstrate improved performance and growth. A strong supporting narrative should accompany the data in this section, and any areas of low performance or growth must be fully explained, along with the school's plans to address these issues.*

## **B. Faculty**

Provide evidence that current teachers are appropriately licensed or have received appropriate waivers from the Minnesota Board of Teaching.

# **IV. Evaluation of Legal and Fiscal Performance**

A charter school requesting an expansion must provide evidence of being fiscally sound and demonstrate the financial capacity to implement the expansion.

## **A. Current Financial Position**

A brief overview of the school's current position including fund balance history, budgeting history, and cash flow projections. *Again, you need not provide in-depth information on items already available to St. Thomas through quarterly reports, board packets, etc.*

## **B. Reporting**

Identify the extent to which the school met all compliance reporting deadlines.

## **C. Audit Findings**

Discuss of any current/unsatisfied audit findings and the school's approved corrective action plan. *If the school has no findings it need not include this section.*

## **D. Facility and Services**

Describe how the expansion will affect the school's overall facilities plan and whether an additional site or build-out of the current site will be needed. If applicable, identify the potential location(s). Describe how the expansion will impact the school's transportation, food service and other services. Describe how the school will continue to comply with health and safety regulations.

## **E. Faculty**

Describe how the expansion will affect staffing needs, including the need to hire additional teachers, managers and support staff. *Include brief job descriptions for each staffing change. Attach a copy of the current faculty organizational chart and the proposed organizational chart that reflects the expansion.* The proposed organizational chart should include teacher names and assignments for existing faculty and the position titles and assignments for new faculty (i.e. Teacher – Social Studies).

## **F. Budget and Cash Flow Projections**

Two sets of budget and cash flow projections must be included, one showing the school as it currently exists (no expansion), and another including the school as proposed (with expansion). Each set of budget and cash flow projections must extend a minimum of four fiscal years into the future (five years total, including current year).

Budgets should reflect full fiscal years and include line items, subtitled by category. A narrative must accompany the budgets that contains a detailed description of the implications of expanding/not expanding. Detailed budget assumptions should also be referenced in the narrative. *A strong response will make clear that the school has a realistic plan in place for funding the expansion without harming current programs.*

## V. Evaluation of Governance and Management

Provide evidence that the school has the governance and management capacity to implement the expansion.

### A. Board Capacity

Describe the extent to which the school has a successfully functioning board including, but not limited to, 1) adequacy of membership by skill sets, 2) fulfillment of training requirements and 3) the extent of member involvement in board and committee meetings. *Attach a copy of the current school board roster* which includes member names and positions on the board.

### B. Management Capacity

Include a description of how the proposed expansion will be staffed and overseen, including discussion of any additional positions that will be created or restructured.

*Strong responses will provide an overview of the school's current governance and management structures and describe any anticipated changes resulting from the proposed expansion. For example, an organizational chart showing who will supervise program staff would be useful. This section need not cover information St. Thomas already has available through recent evaluations and Quarterly Reports and may cite these reports as needed.*

## VI. KEY COMPONENTS OF PROPOSED PREKINDERGARTEN/PRESCHOOL INSTRUCTIONAL PROGRAM *(for prekindergarten and preschool instructional programs only)*

At the start of this section, provide information regarding the preschool program's philosophy and how it will enhance the school's ability to meet its mission and vision. In addition, provide an outline of how the proposed program and its staff will interact with the existing school community and meet the needs of the particular group of students to be served. Finally, provide a brief statement of how the school will know if the PK/PI program is successful and whether or not the school intends to seek a parent aware rating for the program.

The elements below are particularly critical for the success of the school's application as they are required by both St. Thomas and the Minnesota Department of Education. Please provide clear and comprehensive descriptions of the school's plans to address the eight elements listed below.

### A. Daily Schedule

Provide a sample schedule for the proposed program, showing the amounts of time dedicated to various activities (ie: freeplay, snack, storytime, etc.). If the program's schedule will differ from day to day, show a weekly schedule. *A strong response will provide adequate detail to allow a reviewer to understand how the program will operate and what types of activities students will engage in throughout the day/week.*

### B. Comprehensive Child Assessment

Address how the program will assess each child's cognitive skills with a comprehensive child assessment instrument when the child enters, and before the

child leaves the program to inform program planning and promote kindergarten readiness. Indicate how families are involved in the assessment process throughout the year. Describe how the child assessment process is responsive to the cultural and linguistic needs of children in the school's early learning program.

*A strong response will describe the assessment process used to measure individual child progress in all the prekindergarten and preschool instructional classes. The response should detail the use of a standardized child assessment instrument, such as High Scope Child Observation Record (COR), Teaching Strategies Gold or Work Sampling System. At a minimum, the comprehensive assessment should measure children's progress in the domains of language, literacy, and mathematical thinking. Other domains may include approaches to learning, general cognitive development, physical and motor development, approaches to learning, social and emotional development, and creativity and the arts. To measure child progress, the assessment must be used at program entrance and program exit. The child assessment should be one approved by Minnesota Parent Aware and must be a valid and reliable child assessment instrument that is developmentally appropriate and comprehensive. The assessment must align with Minnesota's Early Childhood Indicators of Progress – Minnesota's Early Learning Standards (Revised 2016).*

### **C. Intentional Instructional Practice**

Provide intentional instructional practice aligned with the state early childhood learning standards and kindergarten standards and that is based on early childhood research and professional practice focused on children's cognitive, social, emotional, and physical skills and development and prepares children for the transition to kindergarten, including early literacy skills.

*A strong response will describe how program content and intentional instructional practices are aligned with the Early Childhood Indicators of Progress: Minnesota's Early Learning Standards (ECIPs) available on the MDE website and include a very brief description of the curriculum used in the early learning program, such as High Scope Preschool Curriculum, Opening the World of Learning (OWL). Indicate how the Early Childhood Indicators of Progress: Minnesota's Early Learning Standards (ECIPs) are incorporated into the program. Provide an overview of instructional practice to support children's early literacy skills development.*

### **D. Kindergarten Transition**

Coordinate appropriate kindergarten transition with parents and kindergarten teachers.

*A strong response will describe a plan for transition to kindergarten that is responsive to the cultural and linguistic diversity of students and families as well as includes meaningful coordination with kindergarten teachers and a description of how the program will engage families in a variety of ways to support children's learning. Also describe a plan for providing guidance for families not enrolling their child in the charter school kindergarten program and include information on how the school will ensure that parents understand whether or not their child is guaranteed enrollment in your K program (depends on the free/fee-based status of the program, see MN Statutes 124E.11(c)).*

#### **E. Community Coordination**

Provide a plan for coordinating with relevant community-services.

*A strong response will include referrals to community programs based on child needs, such as local public health, social services, mental health services, or other early learning or child care programs. A brief description of how the program coordinates with community organizations and shares resources with families is included.*

#### **F. Staff Ratios and Licensure**

Ensure staff-child ratios of one-to-ten and maximum group size of 20 children with the staff supervised by a licensed early childhood teacher. Reference Section 3B: Governance and Management, as necessary.

*A strong response will briefly describe how the prekindergarten or preschool instructional program is provided and how ratios and group size are provided to ensure a high-quality early learning program. For each prekindergarten and preschool instructional class, describe staff licensure and other credentials, as appropriate. Provide file folder numbers and credentials for all known PK/PI staff.*

#### **G. Teacher Content Knowledge**

Have teachers knowledgeable in early childhood curriculum content, assessment, and instruction.

*A strong response will describe licensed staff training on early learning curriculum and/or assessment that has been completed in the past five years or will be completed prior to the start of service.*

#### **H. Completion of Early Childhood Screening**

Ensure participating children have completed health and developmental screening within 90 days of program enrollment under Minnesota Statutes section 121A.16 to 121A.19. If the charter school will provide Early Childhood Health and Developmental Screening, describe the school's plan and capacity to do so in accordance with all elements of MN Statutes 121A.16-121A.19 and Minnesota Rules 3530.3000, 3530.3300, and 3530.3400.

*Strong responses will provide a description of how participating children receive health and developmental screening through a traditional school district or comparable screening from health care provider (such as a Child and Teen Checkups), if the screening is not being provided by the charter school. It is not necessary for the charter school to provide the health and developmental screening, but must describe how children receive the comprehensive health and developmental screening to identify possible problems that may interfere with children's learning. Provide a plan for any children who do not successfully complete early childhood screening. If the school will provide screening, ensure that information on the qualifications of related staff are included in the Governance and Management/Staff Ratios and Licensure sections of this application.*

## I. Provision of Early Childhood Health and Developmental Screening (if applicable)

Describe the school's plan and capacity to provide the Early Childhood Screening program in accordance with Minnesota Statutes, sections 121A.16 to 121A.19 and Minnesota Rules 3530.3000, 3530.3300, and 3530.3400.

*Strong responses should include a description of how the school will meet MDE accountability requirements for data submission in accordance with Minnesota Statutes, section 121A.17. This includes the establishment of the MARSS Preschool Screening (PS) Record and the annual data submission to MDE Early Learning Services for children receiving the Early Childhood Screening program directly from the school or through a contracted service provider with a comparable screening program, such as a local public health organization. The purpose of establishing the MARSS PS Record is to provide screening state aid to the school and to ensure the screening requirement has been met. (More detail on establishing the MARSS PS Record is described in MARSS Procedure 26).*

## VII. Attachments

As described in I-VI above, all applicants must attach the following items to the application:

- **Current Faculty Organizational Chart.** The current faculty organizational chart should include current teacher names and assignments.
- **Proposed Faculty Organizational Chart (for the new site/grade level expansion).** The proposed faculty organizational chart should include current teacher names and assignments for existing faculty and the position titles and assignments for proposed new faculty (ex. Teacher—social studies).
- **Current Board Member Roster.** The current school board roster should include member names and positions on the board.
- **Budget and Cash Flow Projection Without Expansion.** Budgets should reflect full fiscal years and include line items, subtotaled by category. A narrative must accompany the budgets that contains a detailed description of the implications of not expanding.
- **Budget and Cash Flow Projection With Expansion.** Budgets should reflect full fiscal years and include line items, subtotaled by category. A narrative must accompany the budgets that contains a detailed description of the implications of expansion.

## Review Process

The University of St. Thomas (St. Thomas) utilizes a rigorous review process to examine Expansion Applications and makes determinations regarding whether a proposal should be approved or declined. Each application cycle consists of the following elements:

- **Application Receipt and Review for Completeness:** St. Thomas receives an application and staff conduct a review for completion and compliance with application guidelines. Applications which clearly do not meet requirements (ie: are missing sections, do not adhere to application guidelines, etc.) are not reviewed and are returned to the school for amendment.
- **Follow-Up Interviews, Request for Additional Information and/or Site Visit.** St. Thomas staff or the Charter Accountability Board may ask choose to ask for additional materials, conduct follow-up interviews, and/or make a site visit to further gather information.
- **Application Evaluation:** St. Thomas will use information provided in the application, annual and quarterly reports and annual evaluations, as well as information gained from the site visit to review the proposal and complete the evaluation rubric included with the application process.
- **Staff Recommendation and Decision Process:** Program staff gather all data collected in the process of reviewing a school's application and completing the rubric. If the data support a recommendation to expand, a recommendation is made by the Director of Charter School Authorizing to the Charter Accountability Board/Dean to approve the application. Upon approval of the application, the recommendation is then forwarded to the University's President, who makes the final decision and executes all contracts for authorization between the University and the school.
- **Supplemental Affidavit:** If the application is approved, St. Thomas will then begin crafting an early learning program request to be submitted to the Minnesota Department of Education.

## Evaluation Rubric

As noted in the Review Process section above, St. Thomas CAB and staff will use the attached scoring rubric to determine whether the application meets standards and provides a compelling case for adding the proposed program. It is important to note that in order to be approved all sections of the application must demonstrate that the applicant is prepared to meet the standard.

## Expansion Application Evaluation Rubric

### Instructions for Application Reviewers

Please review the following criteria to rate applicant responses to the Request for Proposals. Within each section, specific criteria define the expectations for a strong response that “Meets the Standard.”

| Rating                       | Characteristic                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 = Exceeds Standard         | Meets and goes beyond required criteria. Provides clear and comprehensive information on the section presented, including a level of detail that demonstrates an understanding of key issues and strongly suggests that the proposed program will be successful. Where applicable, outside sources of information are cited and used to bolster the information shared. All elements of the application are addressed thoroughly. |
| 3 = Meets Standard           | Meets all required criteria, is clear, reasonably comprehensive, and demonstrates a solid grasp of key issues. Any weaknesses are unlikely to impact the successful implementation of the proposed program.                                                                                                                                                                                                                       |
| 2 = Partially Meets Standard | Addresses most, but not all, required criteria and may be missing important information or have weaknesses that could adversely impact the success of the proposed program.                                                                                                                                                                                                                                                       |
| 1 = Does Not Meet Standard   | Meets some or none of the required criteria. Important information is missing, lack of preparation is evident, and/or the application has weaknesses that would adversely impact the success of the proposed program.                                                                                                                                                                                                             |

In each section, mark the number 1-4 indicating your impression of the applicant’s response. Provide brief comments to support your ratings in the right-hand column, citing page numbers from the application as appropriate to support your comments.

**Name of Applicant:**

**Name of School(s):**

**Name of Reviewer:**

**Date:**

| APPLICATION NARRATIVE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | RATING & COMMENTS<br>(Cite application page numbers as appropriate) |   |   |   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|---|---|---|
| <b>IV. Executive Summary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                     |   |   |   |
| <p>Provides an overview of the proposed expansion including impacts on enrollment, faculty and facilities. Include an explanation of how the expansion forwards your school’s mission and a brief rationale for such an expansion at this time.</p> <p><i>Strong responses will include all required elements and be no more than two pages long.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                    | 1                                                                   | 2 | 3 | 4 |
| <b>V. Demonstration of Need and Projected Enrollment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                     |   |   |   |
| <p><b>A. Need</b></p> <p>Presents a compelling reason for the expansion including a description and evidence of need.</p> <p><i>Strong responses will be thoughtful, comprehensive, and clear in answering questions such as: What value will the expansion add to the school as a whole? How will this expansion enhance student learning? and Why is this expansion necessary at this time?</i></p>                                                                                                                                                                                                                                                                                                                                                                        | 1                                                                   | 2 | 3 | 4 |
| <p><b>B. Projected Enrollment</b></p> <p>Provides a description and evidence of the projected enrollment, including the numbers and ages of students to be served.</p> <p><i>Strong responses may include stories of parents requesting such a program, but must go beyond anecdotes in providing support for enrollment projections. For example, an application might include surveys of parent interest in such a program, evidence of waitlists for similar programs, etc. Include enrollment projections with and without the proposed expansion.</i></p>                                                                                                                                                                                                               | 1                                                                   | 2 | 3 | 4 |
| <b>For prekindergarten and preschool instructional programs only</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                     |   |   |   |
| <p><b>C. Enrollment Process</b></p> <p>Provides information on whether the program will be free to all participants or fee based. If fee-based, include the fee structure that will be used. Indicate whether the school intends to provide enrollment preference to kindergarten for students participating in a free early learning program as allowed per <i>MN Statutes 124E.11(c)</i>. Include the enrollment process and describe how students will be made aware of whether enrollment in the school’s PK/PI program does/does not guarantee a student’s ‘spot’ in the K-12 program.</p> <p><i>Strong responses will demonstrate the school’s legally compliant enrollment program and a clear plan for communicating with families around enrollment issues.</i></p> | 1                                                                   | 2 | 3 | 4 |

| <b>VI. Current School Academic and Other Performance Areas</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Provides information about the school's current level of effectiveness.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                               |
| <p><b>A. Academic Performance</b><br/>Provides evidence of student academic achievement using longitudinal data from statewide assessments under chapter 120B (ie: MCA Proficiency Results.) as well as school-selected assessments. Please note that for data to be considered 'longitudinal' it must involve at least three years of results. A supporting narrative should accompany all data.</p> <p><i>Strong responses will include a multi-year analysis of MCA data, which demonstrates positive student performance and growth over time. If applicable, additional data may be included to further demonstrate improved performance and growth. A strong supporting narrative should accompany the data in this section, highlighting how the school is fulfilling its primary purpose "to improve all pupil learning and all student achievement" and explaining any areas of low performance or growth along with the school's plans to address these issues.</i></p> | <p>1      2      3      4</p> |
| <p><b>B. Faculty</b><br/>Provide evidence that current teachers are appropriately licensed or have received appropriate waivers from the Minnesota Board of Teaching.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>1      2      3      4</p> |
| <b>VII. Legal and Fiscal Performance</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                               |
| Provides evidence that the school is fiscally sound and has the financial capacity to implement the program within the bounds of state/federal funding restrictions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                               |
| <p><b>A. Current Financial Position</b><br/>Includes a brief overview of the school's current position, including the following: fund balance history, budgeting history, and cash flow projections. Applicants need not provide in-depth information on items already available to St. Thomas through quarterly reports, etc.</p> <p><i>Strong responses will highlight evidence of alignment with the performance standards and the financial outcomes in the school's contract with the authorizer.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>1      2      3      4</p> |
| <p><b>B. Reporting</b><br/>Identifies the extent to which the school met all compliance reporting deadlines.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>1      2      3      4</p> |
| <p><b>C. Audit Findings</b><br/>Includes a discussion of any current/unsatisfied audit findings and the school's approved corrective action plan. If the school has no findings it need not include this section.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>1      2      3      4</p> |
| <p><b>D. Facilities</b><br/>Provides a description of how the expansion will affect the school's overall facilities plan and whether an additional site or build-out of the current site will be needed. If applicable, the school identifies the potential location(s). Description of how the expansion will impact the school's transportation, food service and other services. Description of how the school will continue to comply with health and safety regulations.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>1      2      3      4</p> |

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| <p><b>E. Faculty</b><br/> Describes how the expansion will affect staffing needs, including the need to hire additional teachers, managers and support staff. <b><i>Include brief job descriptions for each staffing change. Attach a copy of the current faculty organizational chart and the proposed organizational chart that reflects the expansion.</i></b> The proposed organizational chart should include teacher names and assignments for existing faculty and the position titles and assignments for new faculty (i.e. Teacher – Social Studies).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p style="text-align: center;">1      2      3      4</p> |
| <p><b>F. Budget and Cash Flow Projections</b><br/> Includes two sets of budget and cash flow projections are included, one showing the school as it currently exists (no expansion), and another including the school as proposed (with expansion). Each set of budget and cash flow projections extend a minimum of four fiscal years into the future (five years total, including current year). Budgets reflect full fiscal years and include line items, subtotaled by category.</p> <p>The narrative contains detailed description of the budgetary changes that result from the expansion. Includes letters of support/other forms of documentation for any outside funds the school has included in its budget. References budget development assumptions in the narrative as appropriate.</p> <p><u><i>Strong responses</i></u> will make clear that the school has a realistic plan in place for funding the additional program without harming current programs.</p> <p><u><i>Strong responses</i></u> will answer any questions about where students will attend the program, whether any facilities beyond the school’s current space will be necessary, and an analysis of the facility options considered and their cost.</p> <p><u><i>Strong responses</i></u> for early learning program expansions will describe the school’s plan to fund the program and indicate whether the program is free to all participants or fee-based. If fee-based, the plan includes the fee structure that will be used. If applicable, strong responses also describe the school’s intent to pursue a <u><i>Minnesota Parent Aware</i></u> rating for the early learning program and other possible funding sources to sustain the program if available, such as <u><i>Early Learning Scholarships</i></u>, <u><i>Voluntary Prekindergarten</i></u>, <u><i>School Readiness Plus</i></u>, and <u><i>Title I</i></u>.</p> | <p style="text-align: center;">1      2      3      4</p> |

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| <b>VIII. Governance and Management Performance</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |         |
| Provides evidence that the school has the governance and management capacity to implement the expansion.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |         |
| <b>A. Board Capacity</b><br>Describe the extent to which the school has a successfully functioning board including, but not limited to, 1) adequacy of membership by skill sets, 2) fulfillment of training requirements and 3) the extent of member involvement in board and committee meetings. <b>Attach a copy of the current school board roster</b> which includes member names and positions on the board.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 1 2 3 4 |
| <b>B. Management Capacity</b><br>Includes a description of how the proposed expansion will be staffed and overseen, including discussion of any additional positions that will be created or restructured.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 1 2 3 4 |
| <i>For prekindergarten and preschool instructional programs only</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |         |
| <b>IX. Key Components of Proposed PK/PI Instructional Program</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |         |
| The start of this section in the Application should provide information regarding the preschool’s program philosophy and vision. In addition, it should provide an outline of how the proposed program and its staff will interact with the existing school community and meet the needs of the particular group of students to be served. Finally, this section should provide a brief statement of how the school will know if the PK/PI program is successful and whether or not the school intends to seek a parent aware rating for the program.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |         |
| <b>A. Daily Schedule</b><br>Applicant must provide a schedule for the proposed program, showing the amount of the time dedicated to various activities (ie: freeplay, snack, storytime, etc.) If the program’s schedule differs from day to day, the applicant must include a weekly schedule.<br><br><u>Strong responses</u> will provide adequate detail to allow a reviewer to understand how the program will operate and what types of activities students will engage in throughout the day and week.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 1 2 3 4 |
| <b>B. Comprehensive Child Assessment</b><br>Addresses how the program will assess each child’s cognitive skills with a comprehensive child assessment instrument when the child enters, and before the child leaves the program to inform program planning and promote kindergarten readiness. Indicates how families are involved in the assessment process throughout the year. Describes how the child assessment process is responsive to the cultural and linguistic needs of children in the school’s early learning program.<br><br><u>Strong responses</u> will describe the assessment process used to measure individual child progress in all the prekindergarten and preschool instructional classes. The response should detail the use of a standardized child assessment instrument, such as High Scope Child Observation Record (COR) and/or Teaching Strategies Gold or Work Sampling System at program entrance and program exit. The child assessment should be one approved by Minnesota Parent Aware and must be a valid and reliable child assessment instrument that is developmentally appropriate and comprehensive. The assessment must align with <u>Minnesota’s Early Childhood Indicators of Progress – Minnesota’s Early Learning Standards (Revised 2016)</u> . | 1 2 3 4 |

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| <p><i>At a minimum, the comprehensive assessment should measure children’s progress in the domains of language, literacy, and mathematical thinking. Other domains may include approaches to learning, general cognitive development, physical and motor development, approaches to learning, social and emotional development, and creativity in the arts.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                               |
| <p><b>C. Intentional Instructional Practice</b><br/> Provides intentional instructional practice aligned with the state early childhood learning standards and kindergarten standards and that is based on early childhood research and professional practice focused on children's cognitive, social, emotional, and physical skills and development and prepares children for the transition to kindergarten, including early literacy skills.</p> <p><i><u>Strong responses</u> will describe how program content and intentional instructional practices are aligned with the Early Childhood Indicators of Progress: Minnesota’s Early Learning Standards (ECIPs) available on the MDE website and include a very brief description of the curriculum used in the early learning program, such as <u>Teaching Strategies Gold, High Scope, Opening the World of Learning (OWL)</u>. Indicate how the Early Childhood Indicators of Progress: Minnesota’s Early Learning Standards (ECIPs) are incorporated into the program. Provide an overview of instructional practice to support children’s early literacy skills development.</i></p> | <p>1      2      3      4</p> |
| <p><b>D. Kindergarten Transition</b><br/> Coordinate appropriate kindergarten transition with parents and kindergarten teachers.</p> <p><i><u>Strong responses</u> will describe the program plan for transition to kindergarten that is responsive to the culture and linguistic diversity of students and families and includes meaningful coordination and planning with kindergarten teachers and a description of how the program will engage families in a variety of ways to support children’s learning and successful transition to kindergarten. Also include information on how the school will ensure that parents understand attending PK/PI with your school does not guarantee their child’s enrollment in your K program.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                | <p>1      2      3      4</p> |
| <p><b>E. Community Coordination</b><br/> Provides a plan for Coordinating with Relevant Community-Based Services.</p> <p><i><u>Strong responses</u> will include referrals to community programs based on child needs, such as local public health, social services, mental health services, or other early learning or child care programs. A brief description of how the program coordinates with community organizations and how information is shared with families is included.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>1      2      3      4</p> |
| <p><b>F. Staff Ratios and Licensure</b><br/> Ensures staff-child ratios of one-to-ten and a maximum group size of 20 children with the first staff required to be a licensed early childhood teacher. Reference section IIIB Governance and Management, as necessary. A strong response will briefly</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>1      2      3      4</p> |

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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <p>describe how the prekindergarten or preschool instructional program is provided and how ratios and group size are provided to ensure a high-quality early learning program. For each prekindergarten and preschool instructional class, describe staff licensure and other credentials, as appropriate.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                |
| <p><b>G. Teacher Content Knowledge</b><br/> Have teachers knowledgeable in early childhood curriculum content, assessment, and instruction.</p> <p><i>Strong responses will briefly describe how the prekindergarten or preschool instructional program is provided and how ratios and group size are provided to ensure a high-quality early learning program. For each prekindergarten and preschool instructional class, describe staff licensure and other credentials, as appropriate.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>1 2 3 4</p> |
| <p><b>H. Early Childhood Health and Developmental Screening</b><br/> Ensures participating children have completed health and developmental screening within 90 days of program enrollment under Minnesota Statutes section 121A.16 to 121A.19.</p> <p>If the charter school will provide Early Childhood Health and Developmental Screening, describes the school’s plan and capacity to do so in accordance with all elements of MN Statutes 121A.16-121A.19 and Minnesota Rules 3530.3000, 3530.3300, and 3530.3400.</p> <p><i>Strong responses will provide a description of how participating children receive health and developmental screening through a traditional school district or comparable screening from health care provider (such as a Child and Teen Checkups), if the screening is not being provided by the charter school. It is not necessary for the charter school to provide the health and developmental screening, but must describe how children receive the comprehensive health and developmental screening to identify possible problems that may interfere with children’s learning. Provide a plan for any children who do not successfully complete early childhood screening. If the school will provide screening, ensure that information on the qualifications of related staff are included in the Governance and Management/Staff Ratios and Licensure sections of this application.</i></p> | <p>1 2 3 4</p> |
| <p><b>I. Provision of Early Childhood Screening (if applicable)</b><br/> Describes the school’s plan and capacity to provide the Early Childhood Screening program in accordance with Minnesota Statutes, sections <u>121A.16 to 121A.19</u> and Minnesota Rules <u>3530.3000, 3530.3300, and 3530.3400</u>.</p> <p><i>Strong responses should include a description of how the school will meet MDE accountability requirements for data submission in accordance with Minnesota Statutes, section 121A.17. This includes the</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                |

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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p><i>establishment of the MARSS Preschool Screening (PS) Record and the annual data submission to MDE Early Learning Services for children receiving the Early Childhood Screening program directly from the school or through a contracted service provider with a comparable screening program, such as a local public health organization. The purpose of establishing the MARSS PS Record is to provide screening state aid to the school and to ensure the screening requirement has been met. (More detail on establishing the MARSS PS Record is described in MARSS Procedure 26).</i></p> |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

**As noted in the application, the St. Thomas Charter Accountability Board and program staff will use applicable sections of the school’s annual report and other available information to determine the likelihood of a successful expansion.**

## Frequently Asked Questions

### **Do I have to follow the order of the application questions exactly?**

Yes. The St. Thomas application is arranged to facilitate our understanding of the school model being proposed, as well as allow for efficient review. Applications which do not follow the required format, contain incomplete information, or are missing attachments may be disqualified and removed from the review process. St. Thomas reserves the right to reject any applications that are incomplete or substantially diverge from application specifications prior to internal/external expert review. Additionally, all applicants are encouraged to review the Evaluation Rubric prior to submitting their application in order to ensure that responses address all criteria.

The Minnesota Department of Education (MDE) provides authorizers with detailed instructions on the requirements for supplemental affidavit submissions. St. Thomas aligned the information requested in the application with these requirements in order to facilitate a more streamlined process for schools. The school may find it useful to examine the supplemental affidavit instructions and FAQ documents, which are available through MDE at the link below:

<https://education.mn.gov/mdeprod/groups/educ/documents/basic/mdaw/mdaz/~edisp/003104~8.pdf>

### **If our charter school has a currently operating prekindergarten or preschool instructional program do we need to apply for official recognition?**

Yes. On December 31, 2012, Commissioner Brenda Cassellius provided official notification that MDE's guidance regarding Early Learning Programs operated by charter schools had changed and that authorizers would now be responsible for overseeing "all programs implemented by a charter school, including a charter school's pre-kindergarten and preschool instructional programs."

Contact St. Thomas at 651-962-4372 or [mmcgraw@stthomas.edu](mailto:mmcgraw@stthomas.edu) with any questions.

### **Where can I learn more about St. Thomas and its authorizing philosophy?**

The best place to learn about St. Thomas's authorizing program is its webpage. We particularly encourage prospective applicants to read the 'about the St. Thomas Authorizing Program' section, our Authorizing Program Policy Manual, and profiles of the schools currently in our network. Time allowing, we are also happy to meet with applicant groups in person to discuss the application process and our authorizing philosophy.

Link to our webpage: <https://education.stthomas.edu/about/impact/charter-school-authorizing/>

### **How can I ask questions and provide feedback to St. Thomas?**

Please direct any questions regarding application submission, process, timeline, or content to [mmcgraw@stthomas.edu](mailto:mmcgraw@stthomas.edu). In addition, we are always looking to improve our processes and invite comments and suggestions from applicants. If there are additional questions you believe would have assisted your organization in showcasing its proposal, or language you believe could have been clarified, please send your suggestions—as well as a citation for the part of the application to which your comment pertains—to [mmcgraw@stthomas.edu](mailto:mmcgraw@stthomas.edu).

## IX. READY-TO-OPEN PROCESS

The University of St. Thomas (St. Thomas) is dedicated to collaborating with accepted charter school founding teams to ensure the realization of the high quality, successful schools envisioned during the application process. The pre-operational period is a critical time in which the school is laying the foundation for future performance. As such, St. Thomas is committed to working closely with school founders throughout the planning year to ensure that all Ready-to-Open (RTO) benchmarks are met and the school is prepared to open successfully. In the event that the school is unable to satisfy the RTO benchmarks, the opening of the school will be postponed by one year in accordance with *Minnesota Statute 124E.06 Subd.3(g)*:

*The authorizer may prevent an approved charter school from opening for operation if, among other grounds, the charter school violates this section or does not meet the ready-to-open standards that are part of the authorizer's oversight and evaluation process or are stipulated in the charter school contract.*

The RTO timeline, process and benchmark are detailed below.

### Timeline

Please note that the timelines included are intended to provide an idea of the general process and may vary from one cycle to the next. Updated timelines are available by contacting the Director of Charter School Authorizing, or by checking the St. Thomas Charter Authorizing Program website.

| Date                                       | Action                                                                                                                                      |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| August                                     | Notification of Charter Approval                                                                                                            |
| Twice-Monthly                              | Ongoing monitoring of progress towards RTO checklist by St. Thomas staff through meetings (in-person and/or via phone) by St. Thomas staff. |
| 1 Week Prior to RTO Meeting                | All information and supporting documentation sent to St. Thomas verifying attainment of benchmarks.                                         |
| 6-8 Weeks Prior to First Day of Operations | <b>Ready-to-Open Meeting</b>                                                                                                                |
| Within 2 Weeks of RTO Meeting              | Final Determination of RTO issued                                                                                                           |

### Ready-to-Open Benchmarks

The RTO benchmarks consist of eight areas of critical importance, which are aligned with the detailed checklist used during the pre-operational period. In order to open, the school must demonstrate its satisfaction of each area. The benchmarks are as follows, see the Ready-to-Open

Benchmark Requirement Detail below for a full description of each item and required documentation:

1. **Enrollment** is sufficient to allow for financial viability and programmatic integrity.
  - Confirmed enrollment is at or above the minimum number acceptable per the school's contingency budget for lowest possible operating enrollment.
2. **Contract with St. Thomas and all attachments** have been finalized, including certificates of proper insurance as well as a completed accountability plan.
  - Completed contract is on file with St. Thomas
3. **Board governance** is competent and compliant with law.
  - St. Thomas observation of board meetings and minutes indicates understanding of key laws (e.g. Open Meeting Law) and use of best practices.
  - Mandated training has been completed.
  - Necessary board policies, procedures, and bylaws are in place and approved by the board.
4. **Appropriate school site** has been acquired and the lease signed.
  - St. Thomas has received a copy of the lease, received the opportunity to review and comment as specified by contract, and has no significant concerns.
  - Facility is safe and suitable to receive students.
5. **Funding** is prepared to flow from the state to the school and MDE Opening Checklist items are complete.
  - At least 9 of the 11 items listed below must be completed before the school will be considered eligible to operate. Any items not completed are well underway, will be completed prior to opening, and will not prevent funding from flowing to the school.
    - a. Lease aid
    - b. SERVS
    - c. EDRS
    - d. UFARS
    - e. PERA/TRA set up
    - f. Direct deposit for funds set up
    - g. Title 1 app in if applicable
    - h. MARSS
    - i. Food service plan
    - j. CSP grant items
    - k. 501(c)(3)
  - All additional items included on the current version of the MDE Opening Checklist are complete or on-track for timely completion.
6. **Learning program** elements are in place for meeting the mission of the school.
  - The curriculum scope and sequence for the grades to be served in the school's first year are complete.
  - All necessary materials (e.g. books, manipulatives, etc.) have been purchased and will be on-site prior to opening.
  - Classroom environments are suitable for the mission-specific learning program.
7. **Transportation** plan is in place and viable.

- The school has secured bussing either through the resident district or an alternative vendor.
8. **Key staff** and majority of teachers have been hired.
- The school leader and at least 75% of staff members have been hired
  - The school has an appropriately-licensed special education director in place prior to opening
  - A plan is in place to hire any remaining staff well before the start of the year

## Process

A charter school's ability to successfully fulfill the three primary components of its contractual agreement with St. Thomas – academic success, fiscal viability, and organizational aptitude – depends a great deal on what happens well before the doors of the school ever open. The most complicated tasks, critical timelines, and demanding commitments are parts of a charter school's pre-operational year(s). While a Start-Up Coordinator is often hired by the interim board to handle many functions, the volunteer efforts of board members and parents are often necessary to absorb much of the work and provide direction to any pre-operational staff.

Due to the broad scope of activities and the modest number of players involved in seeing them through, St. Thomas has organized a charter school's start-up year into a calendar. This Ready-to-Open Checklist is designed to walk start-up groups through the processes of developing their learning program, reaching out to potential students, securing facilities, creating appropriate financial management and governance policies, and ensuring compliance with the law. The tool also provides a relatively simple vehicle for St. Thomas oversight of start-up activities. St. Thomas believes the Ready-to-Open Checklist will help focus board efforts on the pre-operational tasks and will help in meeting deadlines.

Progress and completion of Ready-to-Open Checklist items will be reviewed regularly through the Pre-Operational Oversight process outlined below and culminate with a Ready-to-Open meeting and the final decision regarding readiness to open.

### Pre-Operational Oversight

Progress and completion of Ready-to-Open Checklist items will be monitoring through the following:

- **Board Chair or Start-Up Coordinator Report.** The Board Chair or Start-Up Coordinator should maintain a master copy of the Start-Up Checklist in both paper and electronic versions.
- **Twice-Monthly Meetings with St. Thomas Staff.** Start-Up Coordinators are required to have twice monthly check-in meetings with St. Thomas staff to review progress towards benchmarks and ensure the school is on-track.
- **Charter School Board Meetings.** School boards are expected to review Start-Up Checklist Items at all board meeting in which St. Thomas representatives are in attendance, and should be included in the Board Chair or Start-Up Coordinator report at every board meeting whether the authorizer is present or not.

## **Ready-to-Open Meeting**

A new school's planning period culminates in a RTO meeting which ensures that all benchmarks have been met and the school is prepared to open successfully. In the event that the school is unable to satisfy the RTO benchmarks, the opening of the school will be postponed by one year in accordance with *Minnesota Statute 124E.06, Subd 3(g)*:

*The authorizer may prevent an approved charter school from opening for operation if, among other grounds, the charter school violates this section or does not meet the ready-to-open standards that are part of the authorizer's oversight and evaluation process or are stipulated in the charter school contract.*

RTO meetings are required to be structured as follows:

- **Attendees.** The following persons must attend the RTO meeting:
  - Board chair and treasurer
  - Financial manager
  - School leader
  - Operations manager/Start-up Coordinator
  - St. Thomas representatives

Additional board members are welcome to attend; however, please be aware of Open Meeting Law requirements with respect to quorum.

- **Location and Format.** The RTO meeting will be held at the school site and will commence with a brief tour of the school facility followed by an opportunity for the school to demonstrate how each benchmark has been satisfied. The final portion of the meeting will be reserved for discussion of the school's progress. A RTO meeting will typically take 2-3 hours, but may require additional time if the school is facing numerous or complex issues.

## **Final Decision**

St. Thomas will issue a Final Determination of Readiness to Open within two weeks of the RTO meeting. Schools unable to satisfy all criteria after this period will be allowed to open no sooner than the start of the following academic year, contingent on satisfaction of RTO benchmarks at that time.

St. Thomas reserves the right to terminate the charter with the founding board at the time of the Final Determination if it is clear that significant deficiencies exist which lead St. Thomas to question the viability of the program. Those deficiencies will be outlined in the Final Determination correspondence.

## Ready to Open Benchmark Requirement Detail

| Benchmark                                                                                              | Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Documentation                                                                                                                                                                                                                                                                                                                                           | Submission Timeline                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1) Enrollment</b> is sufficient to allow for financial viability and programmatic integrity.</p> | <p>Enrollment is at or above the minimum number acceptable per the school’s contingency budget for lowest possible operating enrollment (See pre-September checklist).</p>                                                                                                                                                                                                                                                                                 | <p>Contingency Budget</p> <p>Current enrollment figures (based on families who have completely filled out enrollment forms—those who have indicated interest but have not formally enrolled may not be counted).</p>                                                                                                                                    | <p>File with St. Thomas at least one week prior to RTO meeting. (reference pre-September checklist)</p> <p>File with St. Thomas at least one week prior to RTO meeting.<br/>Bring copies of most updated figures to RTO meeting if changes have occurred. (reference April and May checklists)</p> |
| <p><b>2) Contract</b> with St. Thomas, including all attachments, has been finalized.</p>              | <p>Completed contract signed and on file with St. Thomas.</p>                                                                                                                                                                                                                                                                                                                                                                                              | <p>Completed contract (Although preliminary contract will have been executed, items such as insurance certificates will need to be added prior to opening. Check all attachments for accuracy and completion.)</p>                                                                                                                                      | <p>June 30<sup>th</sup> or one week prior to RTO meeting, whichever comes first. (reference pre-September checklist)</p>                                                                                                                                                                           |
| <p><b>3) Board governance</b> is competent and compliant with law.</p>                                 | <p>a. St. Thomas observation of board meetings and review of minutes indicates understanding of key laws (ie: Open Meeting Law) and use of best practices such as review of member attendance rates, functioning committees, oversight of pre-operational functions, etc.</p> <p>b. Mandated training has been completed for all members.</p> <p>c. Necessary board policies, procedures, and bylaws are in place and have been approved by the board.</p> | <p>St. Thomas Notes<br/>Minutes, board attendance rates, listing/descriptions of committees established and functioning</p> <p>Complete board contact information sheet attached as Appendix A below</p> <p>Board policy handbook; current bylaws should be included in contract. If changes have been made since contract, include updated bylaws.</p> | <p>At least one week prior to RTO meeting. (reference September and October checklists)</p> <p>At least one week prior to RTO meeting. (reference November checklist)</p> <p>At least one week prior to RTO meeting. (reference October, January, February, and July checklists)</p>               |
| <p><b>4) Appropriate School Site</b> acquired/Lease signed</p>                                         | <p>St. Thomas possesses a copy of the lease, received the opportunity to review and comment as specified by contract, and has no significant concerns.<br/>Facility is safe and ready to receive students.</p>                                                                                                                                                                                                                                             | <p>Signed Lease</p> <p>St. Thomas observation of site and discussion of improvements completed and underway.<br/>Certificate of Occupancy</p>                                                                                                                                                                                                           | <p>At least one week prior to RTO meeting if changes were made to the lease St. Thomas reviewed and commented on. (reference checklist for November)</p>                                                                                                                                           |

|                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>5) Funding</b> is prepared to flow from the state to the school and MDE Opening Checklist items are complete.</p> | <p>At least 9 of the 11 items listed below must be completed before the school will be considered eligible to operate. Any items not completed are well underway, will be completed prior to opening, and will not prevent funding from flowing to the school.</p> <ul style="list-style-type: none"> <li>i. Lease aid</li> <li>ii. SERVS</li> <li>iii. EDRS</li> <li>iv. UFARS</li> <li>v. PERA/TRA set up</li> <li>vi. Direct deposit for funds set up</li> <li>vii. Title 1 app in if applicable</li> <li>viii. MARSS</li> <li>ix. Food service plan</li> <li>x. CSP grant items</li> <li>xi. 501(c)(3)</li> </ul> <p>All additional items included on the current version of the MDE Opening Checklist are complete or on-track for timely completion.</p> | <p>The items below may be documented through a variety of means, suggestions for verification of each item are found below. No additional verification is required for CSP items as authorizers are copied on all official MDE grant notices.</p> <ul style="list-style-type: none"> <li>i. Copy St. Thomas on the electronic submission of the Lease Aid Application (or forward MDE’s verification of receipt).</li> <li>ii.,iv, viii. Completed MDE Site Change Request Form</li> <li>iii., v., vi. Electronic or other document verification</li> <li>ix. Completed contract with food service provider, confirmation of enrollment in reimbursement program</li> <li>vii. Enrollment projections including number of projected FRL and ELL students.</li> <li>xi. Copy of 501(c)(3) award letter</li> </ul> | <p>All electronic verification must be sent to St. Thomas at least one week prior to the RTO meeting.<br/>(reference checklists for pre-September, January, May, and June)</p> <p>Attend the meeting prepared to discuss the current status of each item.</p> |
| <p><b>6) Learning program</b> elements are in place for meeting the mission of the school.</p>                          | <p>The curriculum scope and sequence for the grades to be served in the school’s first year are complete. All necessary materials (ie: books, manipulatives, etc.) have been purchased and will be on-site prior to opening. Classroom environments appear safe and suitable for the mission-specific learning program.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Curriculum scope and sequence document<br/>Purchasing plan and copy of CSP grant budget</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>At least one week prior to RTO meeting.<br/>(reference March checklist)</p>                                                                                                                                                                                |
| <p><b>7) Transportation</b> plan is in place (and viable).</p>                                                          | <p>The school has secured bussing either through the resident district or an alternative vendor.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Signed contract with vendor or resident school district agreement verification.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>At least one week prior to RTO meeting.<br/>(reference May checklist)</p>                                                                                                                                                                                  |
| <p><b>8) Key staff</b> and majority of teachers have been hired.</p>                                                    | <p>The school leader and at least 75% of staff members have been hired. Plans are underway to hire any remaining staff well before the start of the year. The school has an appropriately-licensed special education director in place prior to opening.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Complete teacher licensure verification form attached as Appendix B<br/>Include an all-staff listing with titles and positions remaining vacant<br/>MDE memo approving Special Education Director</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>At least one week prior to RTO meeting.<br/>(reference June checklist)</p>                                                                                                                                                                                 |

Appendix A  
Board Contact Information

| Last Name | First Name | Date Seated  | Term End Date | Employment Training                                                                   | Governance Training | Financial Training | Position (ie: chair) | Email Phone                                                                      | Address (optional)               | Mtg Dates, Times    | Date of next elections |
|-----------|------------|--------------|---------------|---------------------------------------------------------------------------------------|---------------------|--------------------|----------------------|----------------------------------------------------------------------------------|----------------------------------|---------------------|------------------------|
|           |            |              |               | Date training was or will be completed (only if already scheduled) and provider name. |                     |                    |                      |                                                                                  |                                  |                     |                        |
| Sample    | Susie      | May 14, 2014 | May 14, 2016  | Completed 7/7/2010                                                                    | Completed 7/7/2010  | Scheduled 8/4/2011 | Board Chair          | <a href="mailto:susiesample@yahoo.com">susiesample@yahoo.com</a><br>612.218.8888 | 890 Jersey Ave Crystal, MN 55404 | First Tues., 6:30pm | May 2015               |
|           |            |              |               |                                                                                       |                     |                    |                      |                                                                                  |                                  |                     |                        |
|           |            |              |               |                                                                                       |                     |                    |                      |                                                                                  |                                  |                     |                        |
|           |            |              |               |                                                                                       |                     |                    |                      |                                                                                  |                                  |                     |                        |
|           |            |              |               |                                                                                       |                     |                    |                      |                                                                                  |                                  |                     |                        |
|           |            |              |               |                                                                                       |                     |                    |                      |                                                                                  |                                  |                     |                        |
|           |            |              |               |                                                                                       |                     |                    |                      |                                                                                  |                                  |                     |                        |
|           |            |              |               |                                                                                       |                     |                    |                      |                                                                                  |                                  |                     |                        |



## Ready to Open Checklist

|               | Task                                                                                                                                                                                                                                                          | Person(s) Responsible | Board Committee | Progress          | Category   | Comments |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------|-------------------|------------|----------|
| Pre-September | <b>Learning Program</b>                                                                                                                                                                                                                                       |                       |                 |                   |            |          |
|               | <ul style="list-style-type: none"> <li>Identify instructional strategies the school will use to achieve academic goals</li> </ul>                                                                                                                             |                       |                 | <i>Incomplete</i> | ACADEMIC   |          |
|               | <ul style="list-style-type: none"> <li>Finalize mission and vision statements for the school</li> </ul>                                                                                                                                                       |                       |                 | <i>Incomplete</i> | ACADEMIC   |          |
|               | <ul style="list-style-type: none"> <li>Develop a marketing plan</li> </ul>                                                                                                                                                                                    |                       |                 | <i>Incomplete</i> | MARKETING  |          |
|               | <ul style="list-style-type: none"> <li>Compose a brief history of the origin of the school and community need for the school</li> </ul>                                                                                                                       |                       |                 | <i>Incomplete</i> | MARKETING  |          |
|               | <ul style="list-style-type: none"> <li>Description of school (grade levels served, expected enrollment demographics, etc.)</li> </ul>                                                                                                                         |                       |                 | <i>Incomplete</i> | MARKETING  |          |
|               | <ul style="list-style-type: none"> <li>Contact MDE and consider attending new charter school boot-camp/MARSS/SERVS/UFARS and other relevant trainings in preparation for what will come next year.</li> </ul>                                                 |                       |                 | <i>Incomplete</i> | OPERATIONS |          |
|               | <b>Financial Management/Oversight</b>                                                                                                                                                                                                                         |                       |                 |                   |            |          |
|               | <ul style="list-style-type: none"> <li>Secure additional grants (e.g. Walton, CSP, etc.)</li> </ul>                                                                                                                                                           |                       |                 | <i>Incomplete</i> | FINANCE    |          |
|               | <ul style="list-style-type: none"> <li>Revise and expand the budget in the application to include all secured grants. Develop at least two contingency budgets (one with lowest possible operating enrollment and one another enrollment scenario)</li> </ul> |                       |                 | <i>Incomplete</i> | FINANCE    |          |
|               | <ul style="list-style-type: none"> <li>Establish relationship, open account with local banking institution, order checks</li> </ul>                                                                                                                           |                       |                 | <i>Incomplete</i> | FINANCE    |          |
|               | <b>Governance and Operations</b>                                                                                                                                                                                                                              |                       |                 |                   |            |          |
|               | <ul style="list-style-type: none"> <li>Ensure contract with St. Thomas is signed and submitted to MDE within 90 days of MDE application approval</li> </ul>                                                                                                   |                       |                 | <i>Incomplete</i> | LEGAL      |          |
|               | <ul style="list-style-type: none"> <li>Identify legal status, tax-exempt status (file for 501c3 status)</li> </ul>                                                                                                                                            |                       |                 | <i>Incomplete</i> | LEGAL      |          |
|               | <ul style="list-style-type: none"> <li>Determine governance structure</li> </ul>                                                                                                                                                                              |                       |                 | <i>Incomplete</i> | GOV        |          |

|  |                                                                                                                                     |  |  |                   |     |  |
|--|-------------------------------------------------------------------------------------------------------------------------------------|--|--|-------------------|-----|--|
|  | <ul style="list-style-type: none"> <li>• Draft protocol for onboarding new board members and tracking terms</li> </ul>              |  |  | <i>Incomplete</i> | GOV |  |
|  | <ul style="list-style-type: none"> <li>• Establish a board meeting calendar (dates)</li> </ul>                                      |  |  | <i>Incomplete</i> | GOV |  |
|  | <ul style="list-style-type: none"> <li>• Establish a board meeting calendar (activities that must take place each month)</li> </ul> |  |  | <i>Incomplete</i> | GOV |  |
|  | <ul style="list-style-type: none"> <li>• Identify potential board members with a financial background</li> </ul>                    |  |  | <i>Incomplete</i> | GOV |  |

|                                                                                                                                    | Task                                                                                                                                                                                                   | Person(s) Responsible | Board Committee   | Progress          | Category | Comments |
|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------|-------------------|----------|----------|
| <b>September</b>                                                                                                                   | <b>Financial Management/Overisght</b>                                                                                                                                                                  |                       |                   |                   |          |          |
|                                                                                                                                    | • Write planning grant budget including a budget narrative per MDE requirements                                                                                                                        |                       |                   | <i>Incomplete</i> | FINANCE  |          |
|                                                                                                                                    | • Designate financial manager for school                                                                                                                                                               |                       |                   | <i>Incomplete</i> | FINANCE  |          |
|                                                                                                                                    | • Hire auditor                                                                                                                                                                                         |                       |                   | <i>Incomplete</i> | FINANCE  |          |
|                                                                                                                                    | • Identify check writers and signers                                                                                                                                                                   |                       |                   | <i>Incomplete</i> | FINANCE  |          |
|                                                                                                                                    | • Schedule monthly finance committee meetings                                                                                                                                                          |                       |                   | <i>Incomplete</i> | FINANCE  |          |
|                                                                                                                                    | <b>Governance and Operations</b>                                                                                                                                                                       |                       |                   |                   |          |          |
|                                                                                                                                    | • Conduct needs assessment, including evaluating how the site will meet curricular and program needs to advance the mission of the school                                                              |                       |                   | <i>Incomplete</i> | FACILITY |          |
|                                                                                                                                    | • Identify options and assess accessibility of proposed school locations                                                                                                                               |                       |                   | <i>Incomplete</i> | FACILITY |          |
|                                                                                                                                    | • Recruit board members with specific expertise (law, finance, real estate, etc.)                                                                                                                      |                       |                   | <i>Incomplete</i> | GOV      |          |
|                                                                                                                                    | • The board adopts, and each individual signs, a conflict-of-interest policy                                                                                                                           |                       |                   | <i>Incomplete</i> | GOV      |          |
|                                                                                                                                    | • Ensure all current board members have completed statutorily required trainings                                                                                                                       |                       |                   | <i>Incomplete</i> | GOV      |          |
|                                                                                                                                    | • Obtain board liability insurance (Directors and Officers)                                                                                                                                            |                       |                   | <i>Incomplete</i> | FINANCE  |          |
|                                                                                                                                    | • Review Open Meeting Law                                                                                                                                                                              |                       |                   | <i>Incomplete</i> | LEGAL    |          |
|                                                                                                                                    | • Review and print copies of MN Statute 124E ( <a href="https://www.revisor.leg.state.mn.us/statutes/?id=124E">https://www.revisor.leg.state.mn.us/statutes/?id=124E</a> ) for board members and staff |                       |                   | <i>Incomplete</i> | LEGAL    |          |
|                                                                                                                                    | • Review civil rights and equity issues (including MN Education Statutes, <a href="http://www.revisor.leg.state.mn.us/stats/120.html">www.revisor.leg.state.mn.us/stats/120.html</a> )                 |                       |                   | <i>Incomplete</i> | LEGAL    |          |
|                                                                                                                                    | • Identify STAR coordinator and sign up for MDE Listservs to keep up with and learn about information in key areas                                                                                     |                       |                   | <i>Incomplete</i> | MDE      |          |
| • Board creates a marketing committee                                                                                              |                                                                                                                                                                                                        |                       | <i>Incomplete</i> | MARKETING         |          |          |
| • Consider hiring a marketing/enrollment coordinator OR identify person responsible for organizing marketing/enrollment activities |                                                                                                                                                                                                        |                       | <i>Incomplete</i> | MARKETING         |          |          |

|                                                                                              | Task                                                                                                        | Person(s) Responsible | Board Committee   | Progress          | Category  | Comments |
|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------------|-------------------|-------------------|-----------|----------|
| <b>October</b>                                                                               | <b>Learning Program</b>                                                                                     |                       |                   |                   |           |          |
|                                                                                              | • Assign board member to review special education requirements including special education assurances (MDE) |                       |                   | <i>Incomplete</i> | ACADEMIC  |          |
|                                                                                              | <b>Financial Management/Oversight</b>                                                                       |                       |                   |                   |           |          |
|                                                                                              | • Develop internal controls and fiscal policies                                                             |                       |                   | <i>Incomplete</i> | FINANCE   |          |
|                                                                                              | • Acquire forms (purchase orders, checks, etc.)                                                             |                       |                   | <i>Incomplete</i> | FINANCE   |          |
|                                                                                              | <b>Governance and Operations</b>                                                                            |                       |                   |                   |           |          |
|                                                                                              | • Board membership includes individual(s) with legal/policy expertise                                       |                       |                   | <i>Incomplete</i> | LEGAL     |          |
|                                                                                              | • The Board has retained legal counsel, where applicable                                                    |                       |                   | <i>Incomplete</i> | LEGAL     |          |
|                                                                                              | • Define committees and write descriptions                                                                  |                       |                   | <i>Incomplete</i> | LEGAL     |          |
|                                                                                              | • Review codes/ordinances/regulations                                                                       |                       |                   | <i>Incomplete</i> | LEGAL     |          |
|                                                                                              | • Develop job descriptions for director and other start up staff                                            |                       |                   | <i>Incomplete</i> | HR        |          |
|                                                                                              | • Develop by-laws (MSBA membership, MACS, other operational charter schools)                                |                       |                   | <i>Incomplete</i> | GOV       |          |
|                                                                                              | • Develop job descriptions for Board of Directors and Officers                                              |                       |                   | <i>Incomplete</i> | GOV       |          |
|                                                                                              | • Develop and begin performing board self-evaluations                                                       |                       |                   | <i>Incomplete</i> | GOV       |          |
|                                                                                              | • Evaluate/inspect potential sites, enlist facility design help                                             |                       |                   | <i>Incomplete</i> | FACILITY  |          |
|                                                                                              | • Obtain resources for financing a facility                                                                 |                       |                   | <i>Incomplete</i> | FACILITY  |          |
|                                                                                              | • Waiting list/lottery plan established                                                                     |                       |                   | <i>Incomplete</i> | POLICY    |          |
|                                                                                              | • Review and update marketing plan                                                                          |                       |                   | <i>Incomplete</i> | MARKETING |          |
|                                                                                              | • Continue to develop communications materials (brochures, newsletters)                                     |                       |                   | <i>Incomplete</i> | MARKETING |          |
|                                                                                              | • Continue to identify community events at which to market the school                                       |                       |                   | <i>Incomplete</i> | MARKETING |          |
| • Continue to identify strategies to recruit a diverse student body (community groups, etc.) |                                                                                                             |                       | <i>Incomplete</i> | MARKETING         |           |          |
| • Enrollment target: 50 interest forms completed                                             |                                                                                                             |                       | <i>Incomplete</i> | MARKETING         |           |          |

|                                                                                                                                                       | Task                                                                                                                                  | Person(s) Responsible | Board Committee   | Progress          | Category | Comments |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------|-------------------|----------|----------|
| <b>November</b>                                                                                                                                       | <b>Financial Management/Overisght</b>                                                                                                 |                       |                   |                   |          |          |
|                                                                                                                                                       | • The Board has discussed securing unemployment insurance                                                                             |                       |                   | <i>Incomplete</i> | HR       |          |
|                                                                                                                                                       | • Determine first year staffing needs                                                                                                 |                       |                   | <i>Incomplete</i> | HR       |          |
|                                                                                                                                                       | • Establish segregation of duties (start-up coordinator, director, board, staff)                                                      |                       |                   | <i>Incomplete</i> | FINANCE  |          |
|                                                                                                                                                       | <b>Governance and Operations</b>                                                                                                      |                       |                   |                   |          |          |
|                                                                                                                                                       | • Hire start-up coordinator (or school leader), if applicable                                                                         |                       |                   | <i>Incomplete</i> | HR       |          |
|                                                                                                                                                       | • Create a systematic plan for relationship development with community organizations that have mission alignment with the school      |                       |                   | <i>Incomplete</i> | ACADEMIC |          |
|                                                                                                                                                       | • Start-up coordinator/director has clearly defined responsibilities and authority (what can be done without specific board approval) |                       |                   | <i>Incomplete</i> | GOV      |          |
|                                                                                                                                                       | • Develop a board binder                                                                                                              |                       |                   | <i>Incomplete</i> | GOV      |          |
|                                                                                                                                                       | • Board training plan: governance, employment, financial. Each member must have begun training within 6 months of being seated.       |                       |                   | <i>Incomplete</i> | GOV      |          |
|                                                                                                                                                       | • Necessary facility inspections initiated and required improvements/timeline established                                             |                       |                   | <i>Incomplete</i> | GOV      |          |
|                                                                                                                                                       | • The school board adopts an evaluation process for the director                                                                      |                       |                   | <i>Incomplete</i> | GOV      |          |
|                                                                                                                                                       | • Consider how facility supports curriculum and expansion potential                                                                   |                       |                   | <i>Incomplete</i> | FACILITY |          |
|                                                                                                                                                       | • Site is acquired, lease is signed.                                                                                                  |                       |                   | <i>Incomplete</i> | FACILITY |          |
| • Legal counsel reviews lease and any addendums, etc.                                                                                                 |                                                                                                                                       |                       | <i>Incomplete</i> | LEGAL             |          |          |
| • Database of interested/enrolled students is created and utilized to keep track of students/families associated with school during enrollment period |                                                                                                                                       |                       | <i>Incomplete</i> | MARKETING         |          |          |
| • Enrollment target: 75 interest forms completed                                                                                                      |                                                                                                                                       |                       | <i>Incomplete</i> | MARKETING         |          |          |

|                                                                                       | Task                                                                                             | Person(s) Responsible | Board Committee   | Progress          | Category  | Comments |
|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------|-------------------|-------------------|-----------|----------|
| <b>December</b>                                                                       | <b>Learning Program</b>                                                                          |                       |                   |                   |           |          |
|                                                                                       | • Develop a plan for ensuring that service learning opportunities are embedded in the curriculum |                       |                   | <i>Incomplete</i> | ACADEMIC  |          |
|                                                                                       | • Develop curriculum purchasing plan                                                             |                       |                   | <i>Incomplete</i> | ACADEMIC  |          |
|                                                                                       | <b>Financial Management/Oversight</b>                                                            |                       |                   |                   |           |          |
|                                                                                       | • Consult MDE re: lease aid                                                                      |                       |                   | <i>Incomplete</i> | FACILITY  |          |
|                                                                                       | <b>Governance and Operations</b>                                                                 |                       |                   |                   |           |          |
|                                                                                       | • Acquire a district number                                                                      |                       |                   | <i>Incomplete</i> | MDE       |          |
|                                                                                       | • All required elements of MDE Next Steps document are complete                                  |                       |                   | <i>Incomplete</i> | MDE       |          |
|                                                                                       | • Criminal background checks conducted for each board member                                     |                       |                   | <i>Incomplete</i> | HR        |          |
|                                                                                       | • Develop an intake process for students and families                                            |                       |                   | <i>Incomplete</i> | MARKETING |          |
| • Identify strategies to deal with external controversy/internal conflict             |                                                                                                  |                       | <i>Incomplete</i> | MARKETING         |           |          |
| • Enrollment target: XXXX interest forms completed [insert target specific to school] |                                                                                                  |                       | <i>Incomplete</i> | MARKETING         |           |          |

|                | Task                                                                                                                                                                                                                                                                              | Person(s) Responsible | Board Committee | Progress          | Category  | Comments |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------|-------------------|-----------|----------|
| <b>January</b> | <b>Learning Program</b>                                                                                                                                                                                                                                                           |                       |                 |                   |           |          |
|                | <ul style="list-style-type: none"> <li>Applicant pool for School Director position and staff is established by recruiting potential candidates through ads placed in multiple media outlets and referrals from charter/education sources.</li> </ul>                              |                       |                 | <i>Incomplete</i> | HR        |          |
|                | <ul style="list-style-type: none"> <li>Develop draft accountability plan with St. Thomas</li> </ul>                                                                                                                                                                               |                       |                 | <i>Incomplete</i> | ACADEMIC  |          |
|                | <b>Financial Management/Oversight</b>                                                                                                                                                                                                                                             |                       |                 |                   |           |          |
|                | <ul style="list-style-type: none"> <li>In preparation for authorizing direct deposits from the state, ensure that your school has received a Federal Employee Identification Number (from IRS) and Minnesota Tax Identification Number (from MN Department of Revenue)</li> </ul> |                       |                 | <i>Incomplete</i> | FINANCE   |          |
|                | <ul style="list-style-type: none"> <li>Register for DUSN/CCR number for use in the Federal System for Award Management (SAM)</li> </ul>                                                                                                                                           |                       |                 | <i>Incomplete</i> | MDE       |          |
|                | <ul style="list-style-type: none"> <li>Create SERVS account through MDE</li> </ul>                                                                                                                                                                                                |                       |                 | <i>Incomplete</i> | MDE       |          |
|                | <ul style="list-style-type: none"> <li>Planning grant budget narrative submitted and approved by MDE.</li> </ul>                                                                                                                                                                  |                       |                 | <i>Incomplete</i> | MDE       |          |
|                | <ul style="list-style-type: none"> <li>Form 990 for non-profit organizations completed and submitted to IRS</li> </ul>                                                                                                                                                            |                       |                 | <i>Incomplete</i> | LEGAL     |          |
|                | <b>Governance and Operations</b>                                                                                                                                                                                                                                                  |                       |                 |                   |           |          |
|                | <ul style="list-style-type: none"> <li>Admissions policy and all forms follow MN Statutes 124E.11 and 363A</li> </ul>                                                                                                                                                             |                       |                 | <i>Incomplete</i> | LEGAL     |          |
|                | <ul style="list-style-type: none"> <li>Contract with St. Thomas signed within 90 days of affidavit approval by MDE</li> </ul>                                                                                                                                                     |                       |                 | <i>Incomplete</i> | LEGAL     |          |
|                | <ul style="list-style-type: none"> <li>Set date for Ready to Open Meeting with St. Thomas (<b>May-July</b>)</li> </ul>                                                                                                                                                            |                       |                 | <i>Incomplete</i> | LEGAL     |          |
|                | <ul style="list-style-type: none"> <li>During enrollment process, develop and utilize a transcript request form as final verification of enrollment</li> </ul>                                                                                                                    |                       |                 | <i>Incomplete</i> | MARKETING |          |
|                | <ul style="list-style-type: none"> <li>Enrollment target: 125 interest forms completed; 25 enrollment packets completed</li> </ul>                                                                                                                                                |                       |                 | <i>Incomplete</i> | MARKETING |          |

|                                                                                    | Task                                                                                                                                                                                                 | Person(s) Responsible | Board Committee   | Progress          | Category | Comments |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------|-------------------|----------|----------|
| <b>February</b>                                                                    | <b>Learning Program</b>                                                                                                                                                                              |                       |                   |                   |          |          |
|                                                                                    | • Screen and select potential candidates (multiple candidates identified for Director position and interviewed per hiring policies)                                                                  |                       |                   | <i>Incomplete</i> | HR       |          |
|                                                                                    | • Evaluate technology needs and develop a purchase plan                                                                                                                                              |                       |                   | <i>Incomplete</i> | ACADEMIC |          |
|                                                                                    | <b>Financial Management/Oversight</b>                                                                                                                                                                |                       |                   |                   |          |          |
|                                                                                    | • Establish insurance policies                                                                                                                                                                       |                       |                   | <i>Incomplete</i> | LEGAL    |          |
|                                                                                    | <b>Governance and Operations</b>                                                                                                                                                                     |                       |                   |                   |          |          |
|                                                                                    | • Address building security issues                                                                                                                                                                   |                       |                   | <i>Incomplete</i> | FACILITY |          |
|                                                                                    | • Develop hiring policies and procedures for Director and staff (including plan for hiring teachers and staff that reflect the racial/ethnic/cultural character of the school's identified location) |                       |                   | <i>Incomplete</i> | HR       |          |
|                                                                                    | • Establish terms of employment                                                                                                                                                                      |                       |                   | <i>Incomplete</i> | HR       |          |
|                                                                                    | • Design benefit packages, vacation policies, pension policies, worker compensation, etc.                                                                                                            |                       |                   | <i>Incomplete</i> | HR       |          |
| • Develop staff policies                                                           |                                                                                                                                                                                                      |                       | <i>Incomplete</i> | HR                |          |          |
| • Enrollment target: 150 interest forms completed; 50 enrollment packets completed |                                                                                                                                                                                                      |                       | <i>Incomplete</i> | MARKETING         |          |          |

|              | Task                                                                               | Person(s)<br>Responsible | Board<br>Committee | Progress          | Category  | Comments |
|--------------|------------------------------------------------------------------------------------|--------------------------|--------------------|-------------------|-----------|----------|
| <b>March</b> | <b>Learning Program</b>                                                            |                          |                    |                   |           |          |
|              | • Develop scope and sequence of learning outcomes at each grade level              |                          |                    | <i>Incomplete</i> | ACADEMIC  |          |
|              | • Create a matrix of curriculum resource options to make informed decisions        |                          |                    | <i>Incomplete</i> | ACADEMIC  |          |
|              | <b>Financial Management/Oversight</b>                                              |                          |                    |                   |           |          |
|              | • Secure line of credit or establish relationship with lending organization        |                          |                    | <i>Incomplete</i> | FINANCE   |          |
|              | • Develop and monitor cash flow plan                                               |                          |                    | <i>Incomplete</i> | FINANCE   |          |
|              | • Submit lease aid application to MDE                                              |                          |                    | <i>Incomplete</i> | MDE       |          |
|              | • Enrollment target: 200 interest forms completed; 75 enrollment packets completed |                          |                    | <i>Incomplete</i> | MARKETING |          |

|                                                    | Task                                                                                                                            | Person(s) Responsible | Board Committee   | Progress          | Category  | Comments |
|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------|-------------------|-----------|----------|
| <b>April</b>                                       | <b>Learning Program</b>                                                                                                         |                       |                   |                   |           |          |
|                                                    | • Identify a Distract Assessment Coordinator (DAC); file with MDE                                                               |                       |                   | <i>Incomplete</i> | MDE       |          |
|                                                    | • Develop specific plan for parent involvement opportunities                                                                    |                       |                   | <i>Incomplete</i> | ACADEMIC  |          |
|                                                    | <b>Financial Management/Oversight</b>                                                                                           |                       |                   |                   |           |          |
|                                                    | • Establish staff salary range                                                                                                  |                       |                   | <i>Incomplete</i> | HR        |          |
|                                                    | • Establish staff benefits                                                                                                      |                       |                   | <i>Incomplete</i> | HR        |          |
|                                                    | • Establish direct deposit (EFT Authorization) with the Minnesota Department of Finance                                         |                       |                   | <i>Incomplete</i> | FINANCE   |          |
|                                                    | • Revised first operating year budget presented to board                                                                        |                       |                   | <i>Incomplete</i> | FINANCE   |          |
|                                                    | <b>Governance and Operations</b>                                                                                                |                       |                   |                   |           |          |
|                                                    | • Establish personnel policies/handbook                                                                                         |                       |                   | <i>Incomplete</i> | HR        |          |
|                                                    | • If applicable, hire school director and begin transition process for start-up coordinator                                     |                       |                   | <i>Incomplete</i> | HR        |          |
|                                                    | • Director hires or continues hiring licensed staff in conjunction with established hiring policies and school learning program |                       |                   | <i>Incomplete</i> | HR        |          |
|                                                    | • Create a plan for implementing food and nutrition program – reference MDE checklist                                           |                       |                   | <i>Incomplete</i> | MARKETING |          |
|                                                    | • At least two community partnerships initiated                                                                                 |                       |                   | <i>Incomplete</i> | MARKETING |          |
|                                                    | • Enrollment target: 200 interest forms completed; 100 enrollment packets completed                                             |                       |                   | <i>Incomplete</i> | MARKETING |          |
| • Consult with Authorizer and schedule RTO meeting |                                                                                                                                 |                       | <i>Incomplete</i> | RTO               |           |          |

|            | Task                                                                                                                                         | Person(s) Responsible | Board Committee | Progress          | Category  | Comments |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------|-------------------|-----------|----------|
| <b>May</b> | <b>Learning Program</b>                                                                                                                      |                       |                 |                   |           |          |
|            | • Develop a school Calendar                                                                                                                  |                       |                 | <i>Incomplete</i> | ACADEMIC  |          |
|            | • Go over finalized accountability plan with St. Thomas to ensure understanding of measures and reporting requirements                       |                       |                 | <i>Incomplete</i> | ACADEMIC  |          |
|            | • Identify and hire Special Education Director                                                                                               |                       |                 | <i>Incomplete</i> | HR        |          |
|            | • File Special Education Director Information with MDE                                                                                       |                       |                 | <i>Incomplete</i> | MDE       |          |
|            | • Register for food and nutrition training at MDE                                                                                            |                       |                 | <i>Incomplete</i> | MDE       |          |
|            | • Ensure that school has appropriate policies and procedures in place for identifying/serving ELL students                                   |                       |                 | <i>Incomplete</i> | POLICY    |          |
|            | • Develop a student/parent handbook                                                                                                          |                       |                 | <i>Incomplete</i> | POLICY    |          |
|            | • Complete plan for staff onboarding and development                                                                                         |                       |                 | <i>Incomplete</i> | ACADEMIC  |          |
|            | <b>Financial Management/Oversight</b>                                                                                                        |                       |                 |                   |           |          |
|            | • Identify and purchase financial management software (UFARS compatible)                                                                     |                       |                 | <i>Incomplete</i> | FINANCE   |          |
|            | • PERA is set up with State                                                                                                                  |                       |                 | <i>Incomplete</i> | FINANCE   |          |
|            | • TRA is set up with State                                                                                                                   |                       |                 | <i>Incomplete</i> | FINANCE   |          |
|            | • Enrollment projections aligned with appropriate student weighting formulas (including free/reduced and special education revenues)         |                       |                 | <i>Incomplete</i> | FINANCE   |          |
|            | <b>Governance and Operations</b>                                                                                                             |                       |                 |                   |           |          |
|            | • Director attends MDE director training, if applicable                                                                                      |                       |                 | <i>Incomplete</i> | MDE       |          |
|            | • Director attends Title I training at MDE (EMAP training)                                                                                   |                       |                 | <i>Incomplete</i> | MDE       |          |
|            | • District in which charter school is located notified of school's intention to utilize district bussing services (if part of approved plan) |                       |                 | <i>Incomplete</i> | ANCILLARY |          |

|  |                                                                            |  |  |                   |           |  |
|--|----------------------------------------------------------------------------|--|--|-------------------|-----------|--|
|  | • Purchase all technology                                                  |  |  | <i>Incomplete</i> | ANCILLARY |  |
|  | • Develop a health and safety policy handbook                              |  |  | <i>Incomplete</i> | HR        |  |
|  | • Enrollment target: 200 forms completed; 150 enrollment packets completed |  |  | <i>Incomplete</i> | MARKETING |  |

|             | Task                                                                                                                                                                                                                                            | Person(s) Responsible | Board Committee | Progress          | Category  | Comments |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------|-------------------|-----------|----------|
| <b>June</b> | <b>Learning Program</b>                                                                                                                                                                                                                         |                       |                 |                   |           |          |
|             | • Purchase all curriculum materials                                                                                                                                                                                                             |                       |                 | <i>Incomplete</i> | ACADEMIC  |          |
|             | • Identify and plan for any curricular staff development needs                                                                                                                                                                                  |                       |                 | <i>Incomplete</i> | ACADEMIC  |          |
|             | • Finalize accountability plan with St. Thomas                                                                                                                                                                                                  |                       |                 | <i>Incomplete</i> | ACADEMIC  |          |
|             | • Develop a school disciplinary policy that is compliant with the MN Pupil Fair Dismissal Act (see also statute 121A.45 at <a href="http://www.revisor.leg.state.mn.us/stats/121A/45.html">www.revisor.leg.state.mn.us/stats/121A/45.html</a> ) |                       |                 | <i>Incomplete</i> | POLICY    |          |
|             | • Identify and hire Special Education Teacher(s)                                                                                                                                                                                                |                       |                 | <i>Incomplete</i> | HR        |          |
|             | • Identify contractors for supplemental services (speech, psychologist, etc)                                                                                                                                                                    |                       |                 | <i>Incomplete</i> | HR        |          |
|             | • Identify staff member responsible for Special Education record keeping procedures                                                                                                                                                             |                       |                 | <i>Incomplete</i> | ACADEMIC  |          |
|             | • Create a system for identifying special needs students                                                                                                                                                                                        |                       |                 | <i>Incomplete</i> | ACADEMIC  |          |
|             | • Enrollment target: XXXX interest forms completed; XXXX enrollment packets completed [insert targets specific to school]                                                                                                                       |                       |                 | <i>Incomplete</i> | MARKETING |          |
|             | <b>Financial Management/Oversight</b>                                                                                                                                                                                                           |                       |                 |                   |           |          |
|             | • Lease-aid application submitted to MDE                                                                                                                                                                                                        |                       |                 | <i>Incomplete</i> | FACILITY  |          |
|             | • Contact local health inspection agency to obtain food service facility license                                                                                                                                                                |                       |                 | <i>Incomplete</i> | MDE       |          |
|             | • Attend food and nutritional training                                                                                                                                                                                                          |                       |                 | <i>Incomplete</i> | MDE       |          |
|             | • Request bids for a catering service or cooperative agreement with a neighboring school district to provide school meals if the charter school will not be preparing meals on-site                                                             |                       |                 | <i>Incomplete</i> | MDE       |          |
|             | • UFARS: acquire approved software, attend MDE training, assign a system coordinator                                                                                                                                                            |                       |                 | <i>Incomplete</i> | MDE       |          |
|             | • Complete district and school site verification                                                                                                                                                                                                |                       |                 | <i>Incomplete</i> | MDE       |          |
|             | • Submit Enrollment Projection Reports                                                                                                                                                                                                          |                       |                 | <i>Incomplete</i> | MDE       |          |
|             | • Planning Grant continuation request filed with MDE                                                                                                                                                                                            |                       |                 | <i>Incomplete</i> | MDE       |          |

|                                                                                                                                                                                                                    |  |  |                   |           |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|-------------------|-----------|--|
| <ul style="list-style-type: none"> <li>• Approve annual budget and communicate approval to MDE (submit board minutes indicating budget approved)</li> </ul>                                                        |  |  | <i>Incomplete</i> | FINANCE   |  |
| <ul style="list-style-type: none"> <li>• Title I application submitted to MDE</li> </ul>                                                                                                                           |  |  | <i>Incomplete</i> | FINANCE   |  |
| <ul style="list-style-type: none"> <li>• Identify staff member to learn EDRS/SERVS to ensure flow of special education funding, set up system with MDE, attend all required training</li> </ul>                    |  |  | <i>Incomplete</i> | FINANCE   |  |
| <ul style="list-style-type: none"> <li>• Enrollment target: 200 interest forms completed; 150 enrollment packets completed; working toward waitlist of 100 students</li> </ul>                                     |  |  | <i>Incomplete</i> | MARKETING |  |
| <b>Governance and Operations</b>                                                                                                                                                                                   |  |  |                   |           |  |
| <ul style="list-style-type: none"> <li>• Plan for transition of permanent board</li> </ul>                                                                                                                         |  |  | <i>Incomplete</i> | GOV       |  |
| <ul style="list-style-type: none"> <li>• Install server and other technology equipment</li> </ul>                                                                                                                  |  |  | <i>Incomplete</i> | ANCILLARY |  |
| <ul style="list-style-type: none"> <li>• Transportation plan developed and approved (necessary contracts signed)</li> </ul>                                                                                        |  |  | <i>Incomplete</i> | ANCILLARY |  |
| <ul style="list-style-type: none"> <li>• Food service plan developed and approved (necessary contracts signed)</li> </ul>                                                                                          |  |  | <i>Incomplete</i> | ANCILLARY |  |
| <ul style="list-style-type: none"> <li>• Submit Charter School Transportation Survey Form</li> </ul>                                                                                                               |  |  | <i>Incomplete</i> | MDE       |  |
| <ul style="list-style-type: none"> <li>• MARSS: acquire approved software, attend MDE training, assign a system coordinator</li> </ul>                                                                             |  |  | <i>Incomplete</i> | MDE       |  |
| <ul style="list-style-type: none"> <li>• All teachers are properly licensed. If necessary all variances/waiver have been secured.</li> </ul>                                                                       |  |  | <i>Incomplete</i> | HR        |  |
| <ul style="list-style-type: none"> <li>• At least 75% of staff is hired</li> </ul>                                                                                                                                 |  |  | <i>Incomplete</i> | HR        |  |
| <ul style="list-style-type: none"> <li>• Enrollment target: XXXX interest forms completed; XXXX enrollment packets completed; working toward waitlist of XXXX students [insert school specific targets]</li> </ul> |  |  | <i>Incomplete</i> | MARKETING |  |

|      | Task                                                                                                                   | Person(s) Responsible | Board Committee | Progress          | Category  | Comments |
|------|------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------|-------------------|-----------|----------|
| July | <b>Learning Program</b>                                                                                                |                       |                 |                   |           |          |
|      | • Identify and purchase appropriate standardized assessments                                                           |                       |                 | <i>Incomplete</i> | ACADEMIC  |          |
|      | • Staff assignments adjusted based on enrollment projections                                                           |                       |                 | <i>Incomplete</i> | ACADEMIC  |          |
|      | • Staff professional development planned and implemented                                                               |                       |                 | <i>Incomplete</i> | ACADEMIC  |          |
|      | • Design teacher evaluation system aligned with schoolwide goals                                                       |                       |                 | <i>Incomplete</i> | ACADEMIC  |          |
|      | • Design discipline policies, code of ethics, and student responsibility code                                          |                       |                 | <i>Incomplete</i> | POLICY    |          |
|      | • Complete the school nutrition application procedure through MDE                                                      |                       |                 | <i>Incomplete</i> | MDE       |          |
|      | • Obtain food manager certification for at least one staff person                                                      |                       |                 | <i>Incomplete</i> | MDE       |          |
|      | • Submit 'How to Participate' documents relating to school nutrition in order to be eligible for USDA funds.           |                       |                 | <i>Incomplete</i> | MDE       |          |
|      | • Learn about how your school's eligibility for Title funding will be calculated                                       |                       |                 | <i>Incomplete</i> | MDE       |          |
|      | • Begin completing documentation for the 6-cent menu certification process                                             |                       |                 | <i>Incomplete</i> | MDE       |          |
|      | <b>Financial Management/Oversight</b>                                                                                  |                       |                 |                   |           |          |
|      | • Budget evaluated against enrollment projections, revised if necessary (presumes greater than anticipated enrollment) |                       |                 | <i>Incomplete</i> | FINANCE   |          |
|      | <b>Governance and Operations</b>                                                                                       |                       |                 |                   |           |          |
|      | • Make necessary repairs/installations per lease                                                                       |                       |                 | <i>Incomplete</i> | FACILITY  |          |
|      | • Arrange for custodian/maintenance services                                                                           |                       |                 | <i>Incomplete</i> | ANCILLARY |          |
|      | • Ongoing staff development program designed, approved, and communicated to teachers/staff                             |                       |                 | <i>Incomplete</i> | HR        |          |
|      | • Conduct criminal background/reference checks of all staff                                                            |                       |                 | <i>Incomplete</i> | HR        |          |

|  |                                                                                                                                                                                                                   |  |  |                   |           |  |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|-------------------|-----------|--|
|  | <ul style="list-style-type: none"> <li>Establish enrollment, attendance, transportation, food services, dress code, and harassment policies</li> </ul>                                                            |  |  | <i>Incomplete</i> | POLICY    |  |
|  | <ul style="list-style-type: none"> <li>Enrollment target: XXXX interest forms completed; XXXX enrollment packets completed; working toward wait list of XXXX students [insert school specific targets]</li> </ul> |  |  | <i>Incomplete</i> | MARKETING |  |

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## X. ACCOUNTABILITY SYSTEM

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The University of St. Thomas (St. Thomas) is committed to fulfilling its role as a charter school authorizer by holding its schools accountable for a range of results. Through clear reporting by the schools and oversight by the authorizer, St. Thomas will uphold our legal obligation to make sure the schools we authorize are reaching (or making adequate progress toward) the purposes, goals, and benchmarks outlined in their charter contract and Minnesota statute. This collective body of evidence will also form the basis for contract renewal decisions.

St. Thomas 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 Accountability System and self-reporting on the results of its respective outcomes through Annual and additional reports as described in the Oversight System section. Authorizer reporting on school outcomes will take place annually and will be in alignment with the goals set forth through the Accountability System. St. Thomas will report findings to the school's leader and board and encourage constructive dialogue on continuous improvement efforts.

The Accountability System is presented below and is composed of two sections, the Evaluation Framework and the Evaluation Rubric.

### **Evaluation Framework**

The Evaluation Framework sets forth the indicators (general categories) of performance which include academic performance, financial viability, board governance, operations, and legal compliance. The Evaluation Framework also provides the general measures (means to evaluate an indicator), including contextual and methodological information where appropriate. The Evaluation Framework is used in conjunction with the Evaluation Rubric.

### **Evaluation Rubric**

The Evaluation Rubric sets forth the metrics (means to quantify a measure) and targets (specific performance thresholds for success in meeting the standard) for determining whether a school has met its performance requirements according to the expectations set forth in the Evaluation Framework. Each metric in the evaluation rubric has performance targets rated on a four-point scale:

- 4 = Exceeds standard
- 3 = Meets standard
- 2 = Approaching standard
- 1 = Does not meet standard

The University of St. Thomas (St. Thomas) Accountability System, including the Evaluation Framework and Evaluation Rubric will be used whenever formal decisions are made about the effectiveness of a charter school in meeting its stated mission and objectives as well as the expectations set forth in its contract. The Accountability System will be used by authorizing program staff and by the St. Thomas Charter School Authorizing Board to assess authorized schools' suitability for Contract Renewal and to evaluate any charter school seeking Change of Authorizer Status.

The University of St. Thomas regards schools that are meeting expectations (a score of 3 or above) to be performing well against the standards. In order to be considered for a full term contract renewal (5 years), schools must achieve average scores of 2.5 or greater in all three areas and meet the additional specifications laid out in the contract renewal rubric.

St. Thomas expects each of its authorized charter schools to use academic and non-academic performance metrics that are SMART:

- [S]pecific
- [M]easurable
- [A]ttainable
- [R]elevant, and
- [T]ime-bound

The St. Thomas Accountability System includes evaluation of school-specific SMART metrics, as well as an evaluation of the general metrics that St. Thomas has for each of its authorized charter schools.

Each St. Thomas-authorized charter school will provide the information necessary to score Accountability System metrics, if not reported elsewhere, in the Annual Report. Based on the reported results, as well as its site visits, review of publically available data, and regular contact with the school, St. Thomas will annually assess the school’s performance regarding academic success, fiscal viability, and organizational effectiveness using the Evaluation Rubric that follows. The four-point rating system used in the rubric allows St. Thomas to summarize each school’s level of achievement and their progress toward meeting the outcomes delineated in the Evaluation Framework.

Please note that the Accountability System below represents a template that will be modified to enable St. Thomas to appropriately evaluate each of its authorized schools.

## Evaluation Framework

### Indicators

The University of St. Thomas Evaluation Framework seeks to set forth the indicators and measures that capture school performance. Indicators are general categories of performance and include academic performance, financial viability, and organizational effectiveness, which encompasses board governance, operations, and legal compliance. These indicators seek to answer specific questions and are grouped as follows:

| <b>Indicator(s)</b>                                               | <b>Question</b>                               | <b>Rubric Section</b> |
|-------------------------------------------------------------------|-----------------------------------------------|-----------------------|
| Academic Performance                                              | Is the learning program a success?            | 1                     |
| Financial Viability                                               | Does the school exhibit strong fiscal health? | 2                     |
| Organizational Effectiveness:<br>-Board Governance<br>-Operations | Is the organization effective and well-run?   | 3                     |

|                   |  |  |
|-------------------|--|--|
| -Legal Compliance |  |  |
|-------------------|--|--|

## **Measures**

Measures are the means to evaluate an indicator, not the specific goals (metrics and targets) which are found in the evaluation rubric. The information below also includes contextual and methodological information where such information is not found in the specific in the rubric.

### **Section 1: Academic Performance - Is the learning program a success?**

The intent of the Academic Performance section is to provide a multi-faceted understanding of student performance at the charter school. The measures used to understand academic performance include:

- Performance on the North Star Excellence and Equity System: MN’s Every Student Succeeds Act (ESSA) plan;
- Minnesota Comprehensive Assessment (MCA) Data: All authorized schools shall participate fully in the MCAs;
- At least one additional school-selected standardized assessment which must be approved by the authorizer in advance of the evaluation rubric’s finalization and be utilized for a minimum of three years before a change in assessment can be requested;
- At least one mission-specific academic goal;
- Program alignment with chartered mission and vision;
- Graduation rate data; and
- College and career readiness data.

Data from these assessments will be compiled and evaluated as described below. Each area may have multiple metrics for success as reflected by the Evaluation Rubric included in the contract.

### **Methodology for Selection of Comparison Schools**

Several academic performance indicators involve the use of demographically similar comparison schools. In an effort to be as clear and transparent as possible, the methodology for the selection of these comparison schools is addressed below.

1. Data files containing student demographic information are downloaded from the Minnesota Department of Education website.
2. Data is filtered in the following order:
  - a. Schools in the seven-county metro area—to approximate the area in which the authorized school is located;
  - b. Schools within 5% of the authorized school’s free/reduced price lunch category—to approximate poverty levels;
  - c. Schools within 5% of the authorized school’s EL status; and
  - d. Schools within 5% of the authorized school’s SPED status.
3. Schools of differing types than the authorized school are removed—to ensure Programmatic relevance. For example, to the extent possible, elementary schools are matched with other elementary schools; non-ALC high schools are matched with other non-ALC high schools, etc.

The goal of the process described above is to generate 3-5 schools serving a similar population with which the authorized school can be compared. It is important to note that at times, the process above will produce too many or too few matches. In that case, the parameters of items b, c, and d

above may be adjusted to find an adequate number of the best possible matches. Due to shifting demographics in schools, matches may vary from year to year.

Matches will be shared with schools for comment prior to construction of final data sheets, and schools may request the inclusion of additional schools or present a rationale for excluding a certain school; however, the authorizer may or may not grant such requests based on its discretion. All resident district schools serving relevant grades will be included in the ‘resident district’ column.

While every school is different and demographic matching will not create exact apples-to-apples comparisons, St. Thomas’s desire is to arrive at a group of comparison schools that are relevant, fair, and allow for insight into the authorized school’s performance.

### **Minnesota Comprehensive Assessment Measures**

The Minnesota Comprehensive Assessment (MCA) Measures data includes the current MCA assessment as well as all equivalent state standardized tests.

Students in tested grades who are eligible to take the MCA (i.e.: all students not exempted based on an IEP) will illustrate their progress through the MCA goal series. These goals ensure that students are making progress toward or maintaining high levels of proficiency on the state’s academic standards as evidenced through the state’s MCA exam. These goals will be scored based on school-wide results.

### **MCA Proficiency**

St. Thomas-authorized charter schools should perform as well as or better than the state, the district where the school resides, and schools with comparable demographics (methodology for selection of comparison schools is described above).

### **MCA Proficiency for Students in Various Demographic Groups**

Students qualifying for Free or Reduced Price Lunch (FRL), English Learner services, Special Education services, and in all racial/ethnic demographic groups at St. Thomas-authorized charter schools should perform as well as or better than their demographic counterparts statewide.

### **MCA Growth**

MCA growth data will be analyzed on a school-wide level and students making low vs. high growth will be examined. St. Thomas-authorized charter schools should perform as well as or better than the state, the district where the school resides, and schools with comparable demographics (methodology for selection of comparison schools is described above) when considering on-track growth.

### **School Selected Standardized Assessment(s) Measures**

In addition to state tests, all schools must select one or more standardized assessments that allow St. Thomas to better understand student attainment and growth.

All St. Thomas-authorized charter schools serving one or more relevant grades (3-11) who are eligible (i.e.: all students not exempt from standardized testing based on their IEP) must participate in additional standardized assessment testing administered in [INSERT ADMINISTRATION

TIMEFRAME] (e.g. fall and spring of each year, fall of each year, or spring of each year). These measures provide another way to analyze the school's academic progress.

The school's selected assessment(s) must allow the authorizer to examine student performance to a target level as well as assess gains over time as set forth in the school's Evaluation Rubric metrics and targets.

If a school has more than 10 students tested in each grade level, then it should report on these goals for each grade and for the entire school. If there are fewer than 10 students in any grade, then the school should report on this goal for the entire school, only. Scoring for this goal will be on a school-wide level.

### **Mission Specific Academic and Alignment Measures**

#### **Mission Specific Academic Goal**

Based on the school's mission, each school must propose at least one school-specific academic goal (including metric and targets) to be considered and approved by St. Thomas. The goal should reflect the school's unique mission/vision and must be measurable. The school is responsible for providing the data necessary to measure progress on this goal. Failure to provide adequate information to allow the goal to be scored will result in a score of 1, does not meet standard.

#### **Academic Program Alignment to Mission and Vision**

St. Thomas expects the learning programs of authorized schools to exemplify the mission and vision set forth in the school's application for authorization and will assess alignment accordingly.

### **Other Academic Measures**

#### **Graduation Rate**

Schools serving grades 9-12 must demonstrate their ability to move students to graduation as defined in the Evaluation Rubric.

#### **College Readiness**

Schools serving grades 9-12 must have at least one assessment and resulting goal (metric and target) addressing college and career readiness as defined in the Evaluation Rubric.

## **Section 2: Financial Viability - Does the school exhibit strong fiscal health?**

The parties acknowledge that the Minnesota Charter Schools Law requires a charter school to meet generally accepted standards of fiscal management. This includes meeting all St. Thomas, MDE, and statutory reporting deadlines, and remaining current on all financial obligations, including, but not limited to: pension payments, payroll taxes, insurance coverage, loan payments and terms. The intent of the Financial Viability section is to ensure the successful operation of the school into the future and to ensure the proper use of public funds.

Keeping in mind that measures are the means to evaluate an indicator (financial viability), not the specific goals (metrics and targets) which are found in the evaluation rubric, the measures used to understand financial performance include:

- Structure promoting board oversight including appropriate policies (i.e.: fund balance policy) and practices (i.e.: finance committee) that promote financial health;
- Annual audit performed and submitted in accordance with MN law;
- Annual budget and monthly cashflow projection by June 30<sup>th</sup> of each fiscal year; and
- Performance on key financial metrics that demonstrate the school’s financial position.

Data from these sources will be compiled and evaluated. Each measure may have multiple metrics for success as reflected by the Evaluation Rubric.

### **Annual Audit**

All authorized schools must receive an audit annually in accordance with MN law. St. Thomas expects that audits are clean with no major findings (i.e. “clean” opinion, no material weaknesses on internal controls, and no findings on compliance with state or federal laws). An audit finding shall be considered Minor unless St. Thomas determines a finding is Major. If St. Thomas believes an audit finding may be Major, it shall obtain an opinion from a qualified, third-party professional regarding the importance of the finding. St. Thomas shall also ask the charter school to respond to the finding. In general, a finding will be considered Major if it indicates a deliberate act of wrongdoing, reckless conduct or causes a loss of confidence in the abilities or integrity of the school or seriously jeopardizes the continued operation of the school. Classification of a finding as Major shall be at the sole discretion of St. Thomas.

## **Section 3: Organizational Effectiveness (Board Governance, Operations, and Legal Compliance) – Is the organization effective and well run?**

A successful charter school requires a board and leadership team with competency in a variety of governance, operational, and compliance-related areas. The Organizational Effectiveness indicator seeks to capture a school’s performance through a variety of qualitative and quantitative measures. The intent of the Organizational Effectiveness section is to ensure that schools are following all St. Thomas, MDE, and statutory compliance requirements, providing academic programs that meet state and federal requirements, properly governing schools, and utilizing certain accepted best practices all in service of providing students with a safe, stable, and effective school.

As noted above measures are the means to evaluate an indicator, not the specific goals (metrics and targets). The measures used to understand organizational effectiveness include:

- Systems to properly maintain policies and bylaws.
- Compliance with bylaws and policies.
- Demonstrated commitment of all members to continuous learning, and nonprofit best practices including:
  - a. Ability to understand and abide by appropriate board and school leader roles (i.e.: governance vs. management).
  - b. Annual leader review (see above), including a formal, documented review process, timelines, and criteria. Completed by March of each year.
  - c. Annual board self-review March of each year.
  - d. Annual evaluation of any Educational Service Providers, if applicable.

- e. Utilizing an effective recruitment and orientation process for new members, which at a minimum includes background on issues presently facing the board and an introduction to key documents (i.e.: policy manual, board bylaws, contract with authorizer).
  - f. Engaging in strategic planning at least once every five years, or more frequently if significant programmatic or other changes are slated to occur, and utilizing the strategic plan to drive the direction and priorities of the school.
- The Board of Directors will regularly review, update, and approve its bylaws and policies such that they maintain compliance with state law and current best practices.
  - Distribution of a complete packet (as described in Evaluation Rubric) at least three days prior to all board meetings.
  - Maintenance of orderly records at all times by the Board of Directors, which includes meeting minutes, board documents (bylaws, articles of incorporation, policies, etc.), and financial statements. Records will meet the requirements of the Open Meeting Law, will be kept on site, and will be made available to the public in accordance with Open Meeting Law.
  - Levels of parent, teacher and student satisfaction as measured by student and teacher retention, and an annual parent satisfaction survey which requests satisfaction with the school overall as one item. Teachers who are retiring or who are no longer qualified to serve in their previous role are not counted against the school's teacher retention goal. Teachers who have left the classroom but are retained by the school in an alternate position (i.e.: Teachers on Special Assignment) are also not counted against the school's retention goal.
  - Student attendance rates.
  - Fulfillment of legal obligations regarding special-needs students as indicated by conditions such as the following:
    - a. Clear understanding of current legislation, research and effective practices relating to the provision of special education services by appropriate staff.
    - b. Access to appropriate training and information for all staff.
    - c. Effective and timely implementation of individual education plans, informed by the appropriately documented needs of individual students.
    - d. Well-managed relationships with students, parents, and external providers that comply with law and regulation.
    - e. School-specific and board-approved TSES manual.
    - f. Retention of appropriate staff (including teachers, a qualified special education director, and contracted service providers) as required by student population.
    - g. No adverse findings in complaints database.
    - h. Results from most recent MDE program and financial audits.
  - Fulfillment of legal obligations regarding students identified as English Learners (ELs) as indicated by conditions such as the following.
    - a. Clear understanding of current legislation, research and effective practices relating to the provision of EL services by appropriate staff;
    - b. Access to appropriate training and information by all school staff. Following of MN Standardized Statewide EL Procedures (or subsequent requirements) for identification, entrance, and exit.
    - c. Effective program with written plan for service at all grade and proficiency levels.
    - d. Retention of appropriate staff (including EL teachers, and contracted service providers) as required by student population.
    - e. Results from most recent MDE program and financial audits.
    - f. ACCESS Results, if indicated by the Evaluation Rubric.

Please note that if analysis of standardized test scores show that students with special needs and/or students identified as ELs are progressing at rates below the school's non-special needs and/or EL populations, or at rates below their comparable statewide subgroups, then additional Accountability System goals may be development in conjunction with St. Thomas to measure the school's progress with these students.

- The Board of Directors and School will comply with all applicable state and federal laws including but not limited to:
  - a. Minnesota Charter School Law (Minn. Stat. 124E)
    - i. Board initial and ongoing training
    - ii. Development of board-approved development plan for leader if applicable
    - iii. Governance model requirements
  - b. Minnesota Open Meetings Law (Minn. Stat. 471.705)
  - c. Teacher licensure: The school will hire well-qualified and appropriately licensed (or otherwise state-approved) teachers. (Minn. Stat. 122A.18 subd. 1)
  - d. Fair and open admission/enrollment policies and practices compliant with law.
  - e. Background checks: must be completed on staff, board members, and others with the potential for close contact with students.
  - f. Education of Special Education students (Minn. Stat. 125A.02, 125A.03, 125A.24, 125A.65)
  - g. Applicable state and local health and safety requirements. The school must maintain a safe facility that is conducive to learning.
  - h. Minnesota Human Rights Act (Chapter 63)
    - i. Equal opportunity in athletic programs (Minn. Stat. 121A.04)
    - j. Minnesota Pupil Fair Dismissal Act (Minn. Stat. 124A.40 to 121A.56)
    - k. Minnesota Public Schools Fee Law (Minn. Stat. 123B.34 to 123B.39)
    - l. Educational data and records (Minn. Stat. 13.32, 120A.22 subd. 7, and 121A.75)
    - m. Student legal records (Minn. Stat. 260B.171 subds. 3 and 5)
    - n. The Pledge of Allegiance (Minn. Stat. 121A.11 subd. 3)
    - o. Revenue for a charter school (Minn. Stat. 124E.20)
    - p. PERA and TRA (Minn. Stat. 353, 354, and 354a)
    - q. Ongoing presence of management and financial controls required by Section 8 of the contract
    - r. Administration of an open enrollment process and lottery pursuant to Section 7 of the contract
    - s. Public Employment Relations Act (Minn. Stat. 179A)
    - t. School district audit requirements (Minn. Stat. 123B.75 to 123B.83)
    - u. Student immunization records (Minn. Stat. 121A.15)

All violations of applicable law should be reported to St. Thomas. If St. Thomas believes a violation has occurred, and this violation was not reported, St. Thomas shall first ask the charter school to respond to the information upon which the concern would be based. If St. Thomas believes a violation has occurred which may be material, it shall also obtain an opinion from a qualified third-party professional(s) regarding the importance of the violation. In general, a violation will be considered Major if it indicates a deliberate act of wrongdoing, reckless conduct or causes a loss of confidence in the abilities or integrity of the school or seriously jeopardizes the continued operation of the school. Classification of a finding as material shall be the sole discretion of St. Thomas.

# Evaluation Rubric

The University of St. Thomas (St. Thomas) Accountability System, including the Evaluation Framework and Evaluation Rubric will be used on an annual basis to evaluate schools, and whenever formal decisions are made about the effectiveness of a charter school in meeting its stated mission and objectives as well as the expectations set forth in its contract.

The Accountability System will be used by authorizing program staff and by the St. Thomas Charter School Authorizing Board to assess authorized schools' suitability for Contract Renewal and to evaluate any charter school seeking Change of Authorizer Status.

Please note that the rubric below represents a template that will be modified to enable St. Thomas to appropriately evaluate each of its authorized schools.

## **SECTION I – IS THE LEARNING PROGRAM A SUCCESS?**

|                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1.1 Northstar/State Accountability System Goal: Minnesota uses the North Star system to identify schools and districts for support. Has the school been identified as in need of support? If so, is the school using the resources and supports available to create a plan for success?</b> |                                                                                                                                                                                                                                            |
| 1 = Does not meet standard                                                                                                                                                                                                                                                                     | The school has been identified for either targeted or comprehensive support but is not using the resources and supports available. No plan is in place.                                                                                    |
| 2 = Approaching standard                                                                                                                                                                                                                                                                       | The school has been identified for either targeted or comprehensive support and has utilized resources and supports available to create a plan; however, the plan does not appear to be comprehensive or likely to impact student success. |
| 3 = Meets standard                                                                                                                                                                                                                                                                             | The school has been identified for either targeted or comprehensive support and has created a high quality plan. OR<br>The school has not been identified as in need of support.                                                           |
| 4 = Exceeds standard                                                                                                                                                                                                                                                                           | Not Applicable                                                                                                                                                                                                                             |
| <b>Rating: Enter the number that most closely matches your assessment: _____</b>                                                                                                                                                                                                               |                                                                                                                                                                                                                                            |
| <b>Comments/Evidence:</b>                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                            |
| <b>Data Source:</b> Annual Report, Minnesota Department of Education School Report Card, Consultation with School Leadership and entity providing support/resources (MDE, Regional Center for Excellence, etc.).                                                                               |                                                                                                                                                                                                                                            |

**1.2 MCA Proficiency: Are students performing as well as or better than the state, the resident district, and comparable schools on MCA math and reading exams?**

**1.2a Reading**

**1.2b Mathematics**

|                            |                                                           |
|----------------------------|-----------------------------------------------------------|
| 1 = Does not meet standard | More than 10 percentage points below comparison groups    |
| 2 = Approaching standard   | 6-10 percentage points below comparison groups            |
| 3 = Meets standard         | Within 5 percentage points of comparison groups           |
| 4 = Exceeds standard       | Exceeds comparison group by more than 5 percentage points |

|                                      | Reading Proficiency | Score (see criteria for 1-4 above) | Weight | Points earned         |
|--------------------------------------|---------------------|------------------------------------|--------|-----------------------|
| Charter School (CS)                  |                     |                                    |        |                       |
| Average of demographic match schools |                     |                                    | 37.5%  |                       |
| Resident district                    |                     |                                    | 37.5%  |                       |
| State                                |                     |                                    | 25%    |                       |
|                                      |                     |                                    | 100%   | <b>Reading Total:</b> |

|                                      | Math Proficiency | Score (see criteria for 1-4 above) | Weight | Points earned      |
|--------------------------------------|------------------|------------------------------------|--------|--------------------|
| Charter School (CS)                  |                  |                                    |        |                    |
| Average of demographic match schools |                  |                                    | 37.5%  |                    |
| Resident district                    |                  |                                    | 37.5%  |                    |
| State                                |                  |                                    | 25%    |                    |
|                                      |                  |                                    | 100%   | <b>Math Total:</b> |

1.2a Reading:

1.2b Mathematics:

Enter the overall score produced by the average of these two scores:

Comments/Evidence:

Source: MCA data available on MDE website or school self report if cell size is too small, Test data spreadsheets

**1.3 MCA Proficiency, State Demographic Comparison by Race/Ethnicity and FRL: Are student demographic groups (with tested cell sizes greater than 10) performing as well as or better than the statewide average for that student group? Note that for schools with greater than 70% of students qualifying for FRL, demographic categories will also be filtered by FRL status and not displayed separately. All relevant demographic groups will be individually**

scored per the rubric targets below and averaged to produce a score for each subject area (math/reading). The overall score for the metric is then produced by averaging the subject area scores.

**1.3a Reading**

**1.3b Mathematics**

|                            |                                                                                                       |
|----------------------------|-------------------------------------------------------------------------------------------------------|
| 1 = Does not meet standard | Demographic group falls more than 10 percentage points below the state average for that group.        |
| 2 = Approaching standard   | Demographic group falls 6-10 percentage points below the state average for that group.                |
| 3 = Meets standard         | Demographic group falls within 5 percentage points of the state average for that group.               |
| 4 = Exceeds standard       | Demographic group is exceeding statewide performance for that group by more than 5 percentage points. |

|                                 | Charter % Proficient | State % Proficient            | % of Charter Student Population | Score                                |
|---------------------------------|----------------------|-------------------------------|---------------------------------|--------------------------------------|
| <b>Math Proficiency</b>         |                      |                               |                                 |                                      |
| All                             |                      | Included for information only | Included for information only   | N/A – Included for information only. |
| Asian Students receiving FRL    |                      |                               | Included for information only   |                                      |
| Black Students receiving FRL    |                      |                               | Included for information only   |                                      |
| Hispanic Students receiving FRL |                      |                               | Included for information only   |                                      |
| White Students Receiving FRL    |                      |                               | Included for information only   |                                      |

Average of math scores for each demographic group:

|                                 | Charter % Proficient | State % Proficient            | % of Charter Student Population | Score                                |
|---------------------------------|----------------------|-------------------------------|---------------------------------|--------------------------------------|
| <b>Reading Proficiency</b>      |                      |                               |                                 |                                      |
| All                             |                      | Included for information only | Included for information only   | N/A – Included for information only. |
| Asian Students receiving FRL    |                      |                               | Included for information only   |                                      |
| Black Students receiving FRL    |                      |                               | Included for information only   |                                      |
| Hispanic Students receiving FRL |                      |                               | Included for information only   |                                      |
| White Students receiving FRL    |                      |                               | Included for information only   |                                      |

Average of reading scores for each demographic group:

**1.3a Reading:**

**1.3b Mathematics:**

**Enter the overall score produced by the average of these two scores:**

**Comments/Evidence:**

**Source:** MCA data available on MDE 'MN Report Card'

**1.4 MCA Growth (Normal Curve): Are students who are continuously enrolled making growth academically as measured by MCA exams? (Note: If analysis results in different scores for Reading and Math, report the average score with a decimal, i.e., 2 for Reading and 3 for Math = 2.5 overall, etc.).**

**1.4a Reading**

**1.4b Mathematics**

|                            |                                                                              |
|----------------------------|------------------------------------------------------------------------------|
| 1 = Does not meet standard | High growth is less than 20 percent AND low growth is more than 30 percent   |
| 2 = Approaching standard   | Low growth percentage exceeds high growth percentage                         |
| 3 = Meets standard         | High growth percentage exceeds low growth percentage                         |
| 4 = Exceeds standard       | Low growth was less than 20 percent AND high growth was more than 35 percent |

**1.4a Reading:**

**1.4b Mathematics:**

**Enter the overall score produced by the average of these two scores:**

**Comments/Evidence:**

**Source:** MCA data available on MDE website or school self report if cell size is too small, Test data spreadsheets

**1.5 MCA Growth (Comparison Groups): Are students making expected growth compared to the state, resident district, and comparable district schools? Note that expected growth is achieved if students are proficient with medium or high growth, or not proficient with high growth.**

**1.5a Reading**

**1.5b Mathematics**

|                            |                                                           |
|----------------------------|-----------------------------------------------------------|
| 1 = Does not meet standard | More than 10 percentage points below comparison groups    |
| 2 = Approaching standard   | 6-10 percentage points below comparison groups            |
| 3 = Meets standard         | Within 5 percentage points of comparison groups           |
| 4 = Exceeds standard       | Exceeds comparison group by more than 5 percentage points |

|         | Reading Growth | Score<br>(see criteria for 1-4 above) | Weight | Points earned |
|---------|----------------|---------------------------------------|--------|---------------|
| Charter |                |                                       |        |               |

|                                      |             |                                    |        |                       |
|--------------------------------------|-------------|------------------------------------|--------|-----------------------|
| Average of demographic match schools |             |                                    | 37.5%  |                       |
| Resident district                    |             |                                    | 37.5%  |                       |
| State                                |             |                                    | 25%    |                       |
|                                      |             |                                    | 100%   | <b>Reading Total:</b> |
|                                      |             |                                    |        |                       |
|                                      | Math Growth | Score (see criteria for 1-4 above) | Weight | Points earned         |
| Charter                              |             |                                    |        |                       |
| Average of demographic match schools |             |                                    | 37.5%  |                       |
| Resident district                    |             |                                    | 37.5%  |                       |
| State                                |             |                                    | 25%    |                       |
|                                      |             |                                    | 100%   | <b>Math Total:</b>    |

**1.5a Reading:**

**1.5b Mathematics:**

**Enter the overall score produced by the average of these two scores:**

**Comments/Evidence:**

**Source:** MCA data available on MDE website or school self report if cell size is too small, Test data spreadsheets

**1.6 Are students performing at or above target levels, as measured using the school's selected standardized assessments?**

**1.6a Reading**

**1.6b Mathematics**

*Insert School-Specific Assessment*

|                            |                                                                                                                        |
|----------------------------|------------------------------------------------------------------------------------------------------------------------|
| 1 = Does not meet standard | Assessments indicate that a minimal proportion of tested students performed at or above target levels (less than 40%). |
| 2 = Approaching standard   | Assessments indicate that an inadequate proportion of tested performed at or above target levels (40%-49%).            |
| 3 = Meets standard         | Assessments indicate that an adequate proportion of tested performed at or above target levels (50%-65%).              |
| 4 = Exceeds standard       | Assessments indicate that a high proportion of tested students performed at or above target levels (more than 65%).    |

**1.6a Reading:**

**1.6b Math:**

**Enter the overall score produced by the average of these two scores:**

**Comments:**

**Source:** Annual Report, End of year report, Test data spreadsheets

**1.7 Are students making substantial and adequate gains over time, as measured using the school's selected standardized assessments?**

**1.7a Reading**

**1.7b Mathematics**

|                            |                                                                                                        |
|----------------------------|--------------------------------------------------------------------------------------------------------|
| 1 = Does not meet standard | Analysis indicates that a minimal proportion of tested students made expected gains (less than 40%).   |
| 2 = Approaching standard   | Analysis indicates that an inadequate proportion of tested students made expected gains (40%-49%).     |
| 3 = Meets standard         | Analysis indicates that an adequate proportion of tested students made expected gains (50%-65%).       |
| 4 = Exceeds standard       | Analysis indicates that an adequate proportion of tested students made expected gains (more than 65%). |

**1.7a Reading:**

**1.7b Math:**

**Enter the overall score produced by the average of these two scores:**

**Comments:**

**Source:** Annual Report, End of year report, Test data spreadsheets

**1.8 Is the school meeting state and authorizer-established targets for graduation rate?**

|                            |                                                                                                                       |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------|
| 1 = Does not meet standard | The school was ranked below the 50 <sup>th</sup> percentile for graduation and did not meet state targets.            |
| 2 = Approaching standard   | The school was in the 50 <sup>th</sup> -74.9 <sup>th</sup> percentile for graduation and did not meet state targets.  |
| 3 = Meets standard         | The school was in the 75-84.9 <sup>th</sup> percentile for graduation and/or the school met state graduation targets. |
| 4 = Exceeds standard       | The school was in the 85 <sup>th</sup> percentile or above and met state targets for graduation.                      |

**Rating:**

**Comments:**

**Source:** MDE Data Analytics Request

**1.9 Does students' performance on post-secondary readiness assessments (i.e.: ACT, SAT, Accuplacer) reflect college and career readiness?**

|                            |                                                   |
|----------------------------|---------------------------------------------------|
| 1 = Does not meet standard | Less than 60% of students demonstrated readiness. |
| 2 = Approaching standard   | 60-89% of students demonstrated readiness.        |

|                                     |                                                   |
|-------------------------------------|---------------------------------------------------|
| 3 = Meets standard                  | 90-94% of students demonstrated readiness.        |
| 4 = Exceeds standard                | More than 95% of students demonstrated readiness. |
| <b>Rating:</b> <input type="text"/> |                                                   |
| <b>Comments:</b>                    |                                                   |
| <b>Source:</b> MDE Website          |                                                   |

**1.10 Is the school meeting its school-specific academic goal(s)? Each school has at least one measurable school-specific goal based on its mission statement. If the school has more than one goal, scores will be averaged.**

|                                     |                                                                                                                     |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| 1 = Does not meet standard          | School has clearly not met any of its school-specific academic goals.                                               |
| 2 = Approaching standard            | School is making progress toward meeting all its school-specific academic goals.                                    |
| 3 = Meets standard                  | School has met its school-specific academic goals.                                                                  |
| 4 = Exceeds standard                | School has met all school-specific academic goals and clearly exceeded expectations for one or more of those goals. |
| <b>Rating:</b> <input type="text"/> |                                                                                                                     |
| <b>Comments:</b>                    |                                                                                                                     |
| <b>Source:</b> Annual report        |                                                                                                                     |

**1.11 Are students learning English (English Learners/EL students) performing at or above the state average for English Learners as measured by MCA proficiency? Note that for schools with greater than 70% of students qualifying for FRL, demographic categories will also be filtered by FRL status.**

**1.11a: Reading**  
**1.11b: Math**

|                                             |                                                                |
|---------------------------------------------|----------------------------------------------------------------|
| 1 = Does not meet standard                  | More than 10 percentage points below state EL performance.     |
| 2 = Approaching standard                    | 6-10 percentage points below state EL performance.             |
| 3 = Meets standard                          | Within 5 percentage points of state EL performance.            |
| 4 = Exceeds standard                        | Exceeds state EL performance by more than 5 percentage points. |
| <b>1.11a: Reading:</b> <input type="text"/> |                                                                |
| <b>1.11b: Math:</b> <input type="text"/>    |                                                                |
| <b>Overall Rating:</b> <input type="text"/> |                                                                |
| <b>Comments:</b>                            |                                                                |

Source: MDE website

**1.12 Are students receiving special education services performing at or above the state average for students receiving special education services as measured by MCA proficiency? Note that for schools with greater than 70% of students qualifying for FRL, demographic categories will also be filtered by FRL status.**

**1.12a: Reading**

**1.12b: Math**

|                            |                                                                               |
|----------------------------|-------------------------------------------------------------------------------|
| 1 = Does not meet standard | More than 10 percentage points below state special education performance.     |
| 2 = Approaching standard   | 6-10 percentage points below state special education performance.             |
| 3 = Meets standard         | Within 5 percentage points of state special education performance.            |
| 4 = Exceeds standard       | Exceeds state special education performance by more than 5 percentage points. |

**1.12a: Reading:**

**1.12b: Math:**

**Overall Rating:**

**Comments:**

Source: MDE website

**1.13 Does the school’s learning program exemplify the mission and vision of the school?**

|                            |                                                                                                                                                                                                                         |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 = Does not meet standard | The learning program does not exemplify the mission and vision of the school in policy or practice, and school leadership and/or the Board do not recognize the need to synchronize the two.                            |
| 2 = Approaching standard   | The learning program does not exemplify the mission and vision of the school. School leadership and the Board recognize the need to synchronize the two.                                                                |
| 3 = Meets standard         | The learning program exemplifies the mission and vision of the school. Staff are able to articulate this through daily teaching.                                                                                        |
| 4 = Exceeds standard       | The learning program exemplifies the mission and vision of the school. Staff are able to articulate this through daily teaching. Board, academic, and operational decisions are made with the school’s mission in mind. |

**Rating:**

**Comments:**

**Source:** Site visits, ongoing correspondence, strategic plan or other documentation

**SECTION 2: FINANCIAL VIABILITY – DOES THE SCHOOL EXHIBIT STRONG FISCAL HEALTH?**

|                                                                                                                 |                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2.1 Does the school have an active finance committee that meets regularly and reports to the full board?</b> |                                                                                                                                                                                           |
| 1 = Does not meet standard                                                                                      | The school has no active finance committee                                                                                                                                                |
| 2 = Approaching standard                                                                                        | The school’s finance committee meets only as needed and only to review financials and/or the finance committee does not report its findings to the full board.                            |
| 3 = Meets standard                                                                                              | The finance committee meets monthly, examines financial statements, and provides a thorough report of its findings to the full board.                                                     |
| 4 = Exceeds standard                                                                                            | The finance committee meets at least monthly and examines financial statements, as well as short and long-range financial issues. Thorough reports of findings are provided to the board. |
| <b>Rating:</b> <input type="text"/>                                                                             |                                                                                                                                                                                           |
| <b>Comments:</b>                                                                                                |                                                                                                                                                                                           |
| <b>Source:</b> Monthly board packets; Site visits                                                               |                                                                                                                                                                                           |

|                                                                                                  |                                                                                                |
|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| <b>2.2 Does the board have a fund balance policy that includes fund balance goals over time?</b> |                                                                                                |
| 1 = Does not meet standard                                                                       | The school board does not have a fund balance policy                                           |
| 2 = Approaching standard                                                                         | The school board has a fund balance policy but it does not include established goals over time |
| 3 = Meets standard                                                                               | The school board has a fund balance policy including goals over time                           |
| 4 = Exceeds standard                                                                             | NOT APPLICABLE.                                                                                |
| <b>Rating:</b> <input type="text"/>                                                              |                                                                                                |
| <b>Comments:</b>                                                                                 |                                                                                                |
| <b>Source:</b> Monthly board packets; Board policy manual                                        |                                                                                                |

|                                                                   |                                                                         |
|-------------------------------------------------------------------|-------------------------------------------------------------------------|
| <b>2.3 Has the school successfully completed an annual audit?</b> |                                                                         |
| 1 = Does not meet standard                                        | Audit is not completed or submitted on time to St. Thomas and the state |
| 2 = Approaching standard                                          | NOT APPLICABLE                                                          |

|                                                                        |                                                                      |
|------------------------------------------------------------------------|----------------------------------------------------------------------|
| 3 = Meets standard                                                     | Audit is completed on time and submitted to St. Thomas and the state |
| 4 = Exceeds standard                                                   | NOT APPLICABLE                                                       |
| <b>Rating:</b> <input type="text"/>                                    |                                                                      |
| <b>Comments:</b>                                                       |                                                                      |
| <b>Source:</b> Annual financial audit and MDE report (Program Finance) |                                                                      |

|                                                                       |                                                                                                                                                                                              |
|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2.4 Does the school have a clean audit with no major findings?</b> |                                                                                                                                                                                              |
| 1 = Does not meet standard                                            | The audit is not “clean” OR has at least one of the following: (1) a material weakness on internal controls, (2) a finding on compliance with state law, or (3) three or more other findings |
| 2 = Approaching standard                                              | The audit has two findings, other than internal controls or compliance, but is considered “clean”                                                                                            |
| 3 = Meets standard                                                    | The audit is “clean” and has one finding, other than internal controls or compliance                                                                                                         |
| 4 = Exceeds standard                                                  | The audit has no findings and is “clean”                                                                                                                                                     |
| <b>Rating:</b> <input type="text"/>                                   |                                                                                                                                                                                              |
| <b>Comments:</b>                                                      |                                                                                                                                                                                              |
| <b>Source:</b> Annual financial audit                                 |                                                                                                                                                                                              |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2.5 Does the school establish and maintain a balanced budget?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>-Budget is approved and provided to St. Thomas before June 30;</li> <li>-Includes a cash flow projection for the year showing positive cash flow;</li> <li>-Is adjusted in a timely fashion when needed;</li> <li>-Meets established fund balance policy goals; and</li> <li>-Does not require major* program cuts)?</li> </ul> <p><b>*Major program cuts are defined as cuts that impact a school’s ability to deliver its core programming to students in a way that negatively impacts student experience.</b></p> |                                                                                                                                                                                                                                                                         |
| 1 = Does not meet standard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | A budget is not approved by June 30; the budget is not adequately detailed; no cash flow projection is established; lower than expected enrollment requires major budget adjustments; or the budget does not meet the fund balance policy goals set forth by the board. |
| 2 = Approaching standard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | A detailed budget is approved before June 30 but may not include a cash flow projection for the year; established budget may require adjustment due to lower than expected enrollment; budget meets the fund balance policy goals set forth by the board.               |
| 3 = Meets standard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | The detailed budget is approved before June 30 and includes a cash flow projection for the year; established budget is based on realistic enrollment;                                                                                                                   |

|                                                                                                            |                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                            | and is adjusted if needed. The budget meets the fund balance policy goals set forth by the board and allows for maintenance of core programming. |
| 4 = Exceeds standard                                                                                       | NOT APPLICABLE                                                                                                                                   |
| <b>Rating:</b> <input type="text"/>                                                                        |                                                                                                                                                  |
| <b>Comments:</b>                                                                                           |                                                                                                                                                  |
| <b>Source:</b> Monthly board packets, St. Thomas site visits, St. Thomas meetings with business manager(s) |                                                                                                                                                  |

|                                                                                                                                                                                                      |                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| <b>2.6 Budgeted Enrollment Realization: Does the school's target ADM (as established by initial board-approved budget) match its actual ADM? (Calculated as actual ADM divided by budgeted ADM.)</b> |                                             |
| 1 = Does not meet standard                                                                                                                                                                           | Enrollment realization is 90% or less.      |
| 2 = Approaching standard                                                                                                                                                                             | Enrollment realization is 90-95%.           |
| 3 = Meets standard                                                                                                                                                                                   | Enrollment realization is greater than 95%. |
| 4 = Exceeds standard                                                                                                                                                                                 | NOT APPLICABLE                              |
| <b>Rating:</b> _____                                                                                                                                                                                 |                                             |
| <b>Comments:</b>                                                                                                                                                                                     |                                             |
| <b>Source:</b> Monthly board packets, St. Thomas site visits, St. Thomas meetings with business manager(s)                                                                                           |                                             |

|                                                                                            |                                                                                                                                                 |
|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2.7 Does the school have sufficient cash on hand to meet its near-term obligations?</b> |                                                                                                                                                 |
| 1 = Does not meet standard                                                                 | The school has fewer than 30 days cash on hand.                                                                                                 |
| 2 = Approaching standard                                                                   | The school maintains 30-59 days cash on hand.                                                                                                   |
| 3 = Meets standard                                                                         | The school maintains a minimum of 60 days cash on hand or is meeting the cash on hand requirements of its bond covenants, whichever is greater. |
| 4 = Exceeds standard                                                                       | NOT APPLICABLE                                                                                                                                  |
| <b>Rating:</b> <input type="text"/>                                                        |                                                                                                                                                 |
| <b>Comments:</b>                                                                           |                                                                                                                                                 |
| <b>Source:</b> Annual Report, Auditor Report, Financial Statements, Board policies         |                                                                                                                                                 |

**2.8 For established schools (in operation for at least 4 years) does the school have a sufficient fund balance?**

|                            |                                                                                                                                         |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| 1 = Does not meet standard | The school's fund balance is less than 10% of annual expenditures.                                                                      |
| 2 = Approaching standard   | The school's fund balance is between 10-15% of annual expenditures.                                                                     |
| 3 = Meets standard         | The school's fund balance is more than 15% of annual expenditures.                                                                      |
| 4 = Exceeds standard       | The school's fund balance is more than 20% of annual expenditures AND overall academic outcomes fall within the 'meets standard' range. |

**Rating:**

**Comments:**

**Source:** Annual Report, Auditor Report, Financial Statements, Board policies

**2.9 Cash Flow: Indicates a school's change in cash balance from one period to another.**

Multi-year cash flow = Year 3 Total Cash – Year 1 Total Cash;

One-year cash flow = Year 2 Total Cash – Year 1 Total Cash

**APPLICABLE ONLY IF FUND BALANCE FALLS BELOW 10%**

|                            |                                                                                 |
|----------------------------|---------------------------------------------------------------------------------|
| 1 = Does not meet standard | Multi-year cash flow is negative                                                |
| 2 = Approaching standard   | Multi-year cash flow is positive, but trend does not meet standard              |
| 3 = Meets standard         | Multi-year cumulative cash flow is positive and cash flow is positive each year |
| 4 = Exceeds standard       | Not applicable                                                                  |

**Rating:**

**Comments:**

**Source:** Three most recent years' audited balance sheets

**2.10 Current Ratio: Measures school's ability to pay its obligations over next 12 months.**

Current Ratio = Current Assets divided by Current Liabilities

**APPLICABLE ONLY IF FUND BALANCE FALLS BELOW 10%**

|                            |                                                     |
|----------------------------|-----------------------------------------------------|
| 1 = Does not meet standard | Current ratio is less than or equal to 0.9          |
| 2 = Approaching standard   | Current ratio is greater than 0.9 but less than 1.1 |
| 3 = Meets standard         | Current ratio is greater than or equal to 1.1       |
| 4 = Exceeds standard       | Not applicable                                      |

Rating:

Comments:

Source: Annual Report, Auditor Report (audited balance sheet), Financial Statements, Board policies

**2.11 Total Margin and Aggregated Total Margin: Measures the deficit or surplus a school yields out of total revenues—whether or not the school is living within its means.**

Total Margin = Net Income divided by Total Revenue;

Aggregated Total Margin = Total Three-year Net Income divided by Total Three-year Revenues

**APPLICABLE ONLY IF FUND BALANCE FALLS BELOW 10%**

|                            |                                                                                                  |
|----------------------------|--------------------------------------------------------------------------------------------------|
| 1 = Does not meet standard | Aggregated three-year total margin is less than or equal to -1.5%                                |
| 2 = Approaching standard   | Aggregated three-year total margin is greater than -1.5%, and/or trend does not meet standard    |
| 3 = Meets standard         | Aggregated three-year total margin is positive and the most recent year total margin is positive |
| 4 = Exceeds standard       | Not applicable                                                                                   |

Rating:

Comments:

Source: Three most recent years' audited income statements

**SECTION 3: IS THE ORGANIZATION EFFECTIVE AND WELL RUN?**

|                                                                                                                                                                                     |                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <b>3.1 Do all board members meet the statutory requirements for initial and ongoing training on board roles and responsibilities, governance, finance and employment practices?</b> |                                                                                     |
| 1 = Does not meet standard                                                                                                                                                          | Three or more board members are/have been out of compliance during the school year. |
| 2 = Approaching standard                                                                                                                                                            | Two or fewer board members are/have been out of compliance during the school year.  |
| 3 = Meets standard                                                                                                                                                                  | All board members meet training requirements                                        |
| 4 = Exceeds standard                                                                                                                                                                | NOT APPLICABLE.                                                                     |
| <b>Rating:</b> <input type="text"/>                                                                                                                                                 |                                                                                     |
| <b>Comments:</b>                                                                                                                                                                    |                                                                                     |
| <b>Source:</b> Monthly board packets, St. Thomas site visits, Statement of compliance sheet                                                                                         |                                                                                     |

|                                                                                                                                  |                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3.2 Does the board meet its governance model requirements as laid out in its bylaws and as required by Minnesota Statute?</b> |                                                                                                                                                                                                                                                        |
| 1 = Does not meet standard                                                                                                       | The governance model is not clear in the bylaws, the governance model does not meet the requirements laid out in the Charter School Law, or the board does not meet its governance model as laid out in the bylaws.                                    |
| 2 = Approaching standard                                                                                                         | The governance model is clearly outlined in the school's bylaws and meets the requirements of the Charter School Law but the board has struggled to recruit members to fill all required seats.                                                        |
| 3 = Meets standard                                                                                                               | The governance model is clearly outlined in the school's bylaws and meets the requirements of the Charter School Law. The board's recruitment system has resulted in adequate membership which consistently meets all requirements of the Charter Law. |
| 4 = Exceeds standard                                                                                                             | NOT APPLICABLE.                                                                                                                                                                                                                                        |
| <b>Rating:</b> <input type="text"/>                                                                                              |                                                                                                                                                                                                                                                        |
| <b>Comments:</b>                                                                                                                 |                                                                                                                                                                                                                                                        |
| <b>Source:</b> Board bylaws, MN Stat. 124E, Board minutes or interviews with board members                                       |                                                                                                                                                                                                                                                        |

**3.3 Does the school board have a board-approved professional development plan for the director (if applicable as required by *Minnesota Statutes 2016, 124E.12, subd. 2(b)*)?**

|                            |                                                                                                                                                                                    |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 = Does not meet standard | The board does not have an approved professional development plan for its school leader.                                                                                           |
| 2 = Approaching standard   | The board has a professional development plan for its school leader, but the plan is not comprehensive or effectively utilized.                                                    |
| 3 = Meets standard         | The board has a professional development plan for its school leader that is updated annually based on the director evaluation.                                                     |
| 4 = Exceeds standard       | The board has a professional development plan for its school leader that is updated annually based on the director evaluation. The plan is comprehensive and effectively utilized. |

**Rating:**

**Comments:**

**Source:** Board professional development plan, board minutes, director evaluation

**3.4 Does the board understand and comply with the Open Meeting Law and maintain orderly records including its bylaws, policies, board/committee minutes, and board packets?**

|                            |                                                                                                                                                                                                               |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 = Does not meet standard | The board does not understand the requirements of the Open Meeting Law and has been out of compliance more than once in the last year and/or the board does not maintain its records in an orderly fashion    |
| 2 = Approaching standard   | The board exhibits working knowledge of the requirements of the Open Meeting Law and has been out of compliance no more than once in the last year and maintains its records properly, with minor exceptions. |
| 3 = Meets standard         | The board understands and meets the requirements of the Open Meeting Law and maintains its records in an orderly fashion.                                                                                     |
| 4 = Exceeds standard       | NOT APPLICABLE                                                                                                                                                                                                |

**Rating:**

**Comments:**

**Source:** Board minutes, ongoing correspondence, St. Thomas site visits

**3.5 Are all the school's educational staff appropriately licensed?**

|                            |                                                                                                                             |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| 1 = Does not meet standard | At least one educational staff is not appropriately licensed or does not hold appropriate and current waivers or variances. |
| 2 = Approaching standard   | At least one educational staff has been on a waiver or variance for more than one year.                                     |
| 3 = Meets standard         | All educational staff are appropriately licensed.                                                                           |
| 4 = Exceeds standard       | NOT APPLICABLE                                                                                                              |

**Rating:**   
**Comments:**

**Source:** MDE STAR Discrepancy Reports (self-reported data, crosscheck with licensure file checks) D-1

**3.6 Does the school follow the admission policies and procedures outlined in law?**

|                            |                                                                                   |
|----------------------------|-----------------------------------------------------------------------------------|
| 1 = Does not meet standard | The school does not follow the admission policies and procedures outlined in law. |
| 2 = Approaching standard   | NOT APPLICABLE                                                                    |
| 3 = Meets standard         | The school follows the admission policies and procedures outlined in law.         |
| 4 = Exceeds standard       | NOT APPLICABLE                                                                    |

**Rating:**   
**Comments:**

**Source:** Annual report, authorizer observation

**3.7 Does the school complete criminal background checks in accordance with MN Statute and St. Thomas expectations?**

|                            |                                                                                                                         |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------|
| 1 = Does not meet standard | The school cannot certify that it completes criminal background checks of staff and the board.                          |
| 2 = Approaching standard   | The school certifies that it completes criminal background checks of the staff but not the board.                       |
| 3 = Meets standard         | The school certifies that it completes criminal background checks of staff and the board, as required by school policy. |

|                                                                                      |                |
|--------------------------------------------------------------------------------------|----------------|
| 4 = Exceeds standard                                                                 | NOT APPLICABLE |
| <b>Rating:</b> <input type="text"/><br><b>Comments:</b>                              |                |
| <b>Source:</b> St. Thomas site visit, board chair interview, background check policy |                |

|                                                                                      |                                                            |
|--------------------------------------------------------------------------------------|------------------------------------------------------------|
| <b>3.8 Is the school compliant with other applicable law?</b>                        |                                                            |
| 1 = Does not meet standard                                                           | The school is not in compliance with other applicable law. |
| 2 = Approaching standard                                                             | NOT APPLICABLE                                             |
| 3 = Meets standard                                                                   | The school is in compliance with other applicable law.     |
| 4 = Exceeds standard                                                                 | NOT APPLICABLE                                             |
| <b>Rating:</b> <input type="text"/><br><b>Comments:</b>                              |                                                            |
| <b>Source:</b> St. Thomas site visit, board chair interview, background check policy |                                                            |

|                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3.9 Do all board members exhibit understanding of the role of the board and utilize nonprofit governance best practices including:</b>                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                        |
| <ul style="list-style-type: none"> <li>-Understanding of board and school leader roles (governance vs. management)</li> <li>-Annual board self-evaluation</li> <li>-Annual school-leader evaluation</li> <li>-Annual evaluation of Educational Service Provider (CMO/EMO) if applicable</li> <li>-Orientation process for new members</li> <li>-Regular Strategic planning (at least once every five years)</li> </ul> |                                                                                                                                                                                                                                                                                                                                                        |
| 1 = Does not meet standard                                                                                                                                                                                                                                                                                                                                                                                             | At least some board members do not understand the role of the board and the role of the school leader. Board policies and practices are not transparent or not present. Board meetings often address issues not central to the role of the board and/or fail to address core functions such as leader evaluation and school financial/academic health. |
| 2 = Approaching standard                                                                                                                                                                                                                                                                                                                                                                                               | Some board members, but not all, exhibit understanding of their roles as board members and the role of the school leader. Board policies and practices are not always transparent and/or are not fully developed. The                                                                                                                                  |

|                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                               | board inconsistently addresses issues central to its role such as leader evaluation and school financial/academic health.                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 3 = Meets standard                                                                            | The Board exhibits understanding of its role and the role of the school leader. The board policies and practices are generally transparent and systems are in place to maximize effectiveness of the board, including an orientation process for new members, annual board self-evaluation, annual school leader (and EMO/CMO if applicable) evaluation, and a plan for conducting and tracking initial and ongoing training. The board engages in regular strategic planning. The board is able to adequately sustain its membership through recruitment efforts. |
| 4 = Exceeds standard                                                                          | NOT APPLICABLE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Rating:</b> <input type="text"/>                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Comments:</b>                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Source:</b> Site visits, ongoing correspondence, board minutes, interview with board chair |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

|                                                                                                                                                                        |                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3.10 Does the board regularly review, update, and approve its bylaws and policies such that they maintain compliance with state law and current best practices?</b> |                                                                                                                                                                     |
| 1 = Does not meet standard                                                                                                                                             | Board policies and/or bylaws are outdated and not reviewed regularly.                                                                                               |
| 2 = Approaching standard                                                                                                                                               | Board policies and/or bylaws are reviewed and approved as needed, but are not comprehensively reviewed on a regularly scheduled basis.                              |
| 3 = Meets standard                                                                                                                                                     | Board policies and bylaws are reviewed for content and legal compliance, updated, and approved on a regularly scheduled basis, no less than once every three years. |
| 4 = Exceeds standard                                                                                                                                                   | NOT APPLICABLE                                                                                                                                                      |
| <b>Rating:</b> <input type="text"/>                                                                                                                                    |                                                                                                                                                                     |
| <b>Comments:</b>                                                                                                                                                       |                                                                                                                                                                     |
| <b>Source:</b> Board minutes, board policies, Governance binder, St. Thomas site visit                                                                                 |                                                                                                                                                                     |

**3.11 Does the board submit a complete board packet (including agenda, minutes, director report, other relevant documents, check register, cash flow sheet, enrollment report, balance sheet and income and expense report), to be received by all members of the board, school leadership, and St. Thomas at least three days prior to all board meetings?**

|                            |                                                                                                                                                                |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 = Does not meet standard | Board packets are not submitted on time AND are incomplete                                                                                                     |
| 2 = Approaching standard   | Board packets are submitted on time (more than 75 percent of the time) but incomplete OR not submitted on time (less than 75 percent of the time) but complete |
| 3 = Meets standard         | Board packets are submitted on time (more than 75 percent of the time) and complete                                                                            |
| 4 = Exceeds standard       | NOT APPLICABLE                                                                                                                                                 |

**Rating:**

**Comments:**

**Source:** Monthly board packets; Board materials tracking document (G-1 CS info)

**3.12 Is the school fulfilling its legal obligations related to access and services to English Learners (ELs)? This includes maintaining an established EL program with a written plan for service at all grade and proficiency levels, securing appropriate staffing, supplying relevant professional development to all staff, ensuring that information on student EL status is available to all classroom teachers, and following MN Standardized Statewide EL Procedures for identification, entrance, and exit. The school ensures that staff have appropriate training, hold appropriate licenses, and are familiar with current legislation and research related to best practices for serving EL students.**

|                            |                                                                                                              |
|----------------------------|--------------------------------------------------------------------------------------------------------------|
| 1 = Does not meet standard | The school is <u>not</u> fulfilling its legal obligations regarding ELs and requires substantial improvement |
| 2 = Approaching standard   | The school is fulfilling all of its legal obligations regarding ELs but requires some improvements           |
| 3 = Meets standard         | The school is fulfilling its legal obligations regarding ELs and requires no considerable improvements       |
| 4 = Exceeds standard       | NOT APPLICABLE                                                                                               |

**Rating:**

**Comments:**

**Source:** St. Thomas site visits, Reference EL Packet, Formalized complaints at MDE, or Critical Elements review (SP-1)

**3.13 Is the school fulfilling its legal obligations related to access and services to students with individual education plans (IEPs)? (i.e. The school has a TSES manual that is school-specific and board-approved; has a special education director actively involved in working with special education staff and school leadership; effectively contracts with entities to provide services to students when necessary; completes annual IEP meetings on time; has been subject to no investigations related to special needs students; and has received a clean audit by MDE in the last audited school year. The school ensures that staff have appropriate training and are familiar with current legislation and research related to best practices for serving students with IEPs.)**

|                            |                                                                                                                                |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| 1 = Does not meet standard | The school is not fulfilling its legal obligations regarding students with special needs and requires substantial improvement  |
| 2 = Approaching standard   | The school is fulfilling all of its legal obligations regarding students with special needs but requires some improvements     |
| 3 = Meets standard         | The school is fulfilling its legal obligations regarding students with special needs and requires no considerable improvements |
| 4 = Exceeds standard       | NOT APPLICABLE                                                                                                                 |

**Rating:**

**Comments:**

**Source:** St. Thomas site visits, Reference: special education investigation search on MDE website and special education training materials; Special education director interview

**3.14 Does the school meet or exceed the attendance rate goal?**

|                            |                                                    |
|----------------------------|----------------------------------------------------|
| 1 = Does not meet standard | The attendance rate is less than 85 percent        |
| 2 = Approaching standard   | The attendance rate is between 85 and 89.9 percent |
| 3 = Meets standard         | The attendance rate is 90-94.9 percent             |
| 4 = Exceeds standard       | The attendance rate is more than 95 percent        |

**Rating:**

**Comments:**

**Source:** Annual reports, MDE website (data downloads)

**3.15 Is the school able to maintain a high percentage of teacher retention?**

|                            |                                                                                                 |
|----------------------------|-------------------------------------------------------------------------------------------------|
| 1 = Does not meet standard | Fewer than 70 percent of teachers remained at the school last year (excluding retirements).     |
| 2 = Approaching standard   | Between 70 and 84 percent of teachers remained at the school last year (excluding retirements). |

|                                     |                                                                                                                      |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| 3 = Meets standard                  | More than 85 percent of teachers remained at the school last year (excluding retirements).                           |
| 4 = Exceeds standard                | Over the course of the contract (or at least 3 years) teacher retention has consistently remained high (>85 percent) |
| <b>Rating:</b> <input type="text"/> |                                                                                                                      |
| <b>Comments:</b>                    |                                                                                                                      |
| <b>Source:</b> Annual report        |                                                                                                                      |

|                                                                                                                             |                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <b>3.16 Does the school generally retain its students from October 1<sup>st</sup> through the close of the school year?</b> |                                                                                                                                 |
| 1 = Does not meet standard                                                                                                  | Student retention rates are more than 10% below the school's agreed-upon target rates.                                          |
| 2 = Approaching standard                                                                                                    | Student retention rates are 5-10% below the school's agreed-upon target rates.                                                  |
| 3 = Meets standard                                                                                                          | The school is consistently fully enrolled. Student retention rates are within 5% or above the school's agreed-upon target rates |
| 4 = Exceeds standard                                                                                                        | NOT APPLICABLE                                                                                                                  |
| <b>Rating:</b> <input type="text"/>                                                                                         |                                                                                                                                 |
| <b>Comments:</b>                                                                                                            |                                                                                                                                 |
| <b>Source:</b> Annual report, renewal application                                                                           |                                                                                                                                 |

|                                                                          |                                                                                                                                                           |
|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3.17 Does the school exhibit a high level of parent satisfaction?</b> |                                                                                                                                                           |
| 1 = Does not meet standard                                               | Less than 75% of parents surveyed indicate they are satisfied with the school OR the school failed to achieve a response rate greater than XX%.           |
| 2 = Approaching standard                                                 | More than 75% but less than 85% of parents surveyed indicate they are satisfied with the school and the school achieved a response rate greater than XX%. |
| 3 = Meets standard                                                       | More than 85% but less than 95% of parents surveyed indicate they are satisfied with the school and the school achieved a response rate greater than XX%. |

|                                                                                                 |                                                                                                                                        |
|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| 4 = Exceeds standard                                                                            | At least 95% of parents surveyed indicate they are satisfied with the school and the school achieved a response rate greater than XX%. |
| <b>Rating:</b> <input type="text"/><br><b>Comments:</b>                                         |                                                                                                                                        |
| <b>Source:</b> Annual report, School parent satisfaction survey--overall satisfaction indicator |                                                                                                                                        |

|                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3.18 Is the school's physical plant safe and conducive to learning?</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 1 = Does not meet standard                                                 | The facility requires much improvement in order to provide a safe environment that is conducive to learning. Significant health and safety requirements have not been met OR the school lacks many conditions such as the following: a) a design well-suited to meet the curricular and social needs of its students, faculty, and community members; b) a size appropriate for the enrollment and student-teacher ratios in each class; c) adequate maintenance and security; d) well-maintained equipment and furniture that match the educational needs of the students; e) accessibility to all students.              |
| 2 = Approaching standard                                                   | Significant health and safety requirements are being met, but the facility needs some improvement in order to provide a safe environment that is conducive to learning. It partially – but not fully – provides conditions such as the following: a) a design well-suited to meet the curricular and social needs of its students, faculty, and community members; b) a size appropriate for the enrollment and student-teacher ratios in each class; c) adequate maintenance and security; d) well-maintained equipment and furniture that match the educational needs of the students; e) accessibility to all students. |
| 3 = Meets standard                                                         | Significant health and safety code requirements are being met AND the facility generally provides a safe environment that is conducive to learning, based on conditions such as: a) a design well-suited to meet the curricular and social needs of its students, faculty, and community members; b) a size appropriate for the enrollment and student-teacher ratios in each class; c) adequate maintenance and security; d) well-maintained equipment and furniture that match the educational needs of the students; e) accessibility to all students.                                                                  |
| 4 = Exceeds standard                                                       | All health and safety code requirements are being met AND the facility generally provides a safe environment that is conducive to learning, based on conditions such as: a) a design well-suited to meet the curricular and social needs of its students, faculty, and community members; b) a size appropriate for the enrollment and student-teacher ratios in each class; c) adequate maintenance and security; d) well-maintained equipment and furniture that match the educational needs of the students; e) accessibility to all students. Additionally, the facility meets the mission of the school.              |

**Rating:**

**Comments:**

**Source:** Authorizer observation

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## XI. OVERSIGHT SYSTEM

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As highlighted above under Accountability Framework, the University of St. Thomas (St. Thomas) is committed to fulfilling its role as a charter school authorizer by holding its schools accountable for a range of results. Through a combination of annual reports, site visits, board meeting packets, and Annual School Evaluations, St. Thomas will uphold its legal obligation to make sure the schools we authorizes are reaching (or making adequate progress toward) the goals and benchmarks outlined in their charter contracts and Minnesota statute. This collective body of evidence will also form the basis for contract renewal decisions.

### **Annual Reporting**

St. Thomas authorized charter schools are required to submit a minimum of two reports annually: (1) Annual Report and (2) Semi-Annual Report. The content to be included in each report is specified in the current year's Annual Reporting Guidelines document, provided to the schools on a yearly basis. St. Thomas's response to school reports may contain include statements of affirmation for positive performance, minor constructive criticism, or a formal notice of intervention, as laid out in the Range of Interventions Document.

#### **Annual Report**

MN Statute 124E.16, Subd. 2(a) states, "A charter school must publish an annual report approved by the board of directors. The annual report must at least include information on school enrollment, school attrition, governance and management, staffing, finances, academic performance, operational performance, innovative practices and implementation, and future plans. A charter school must distribute the annual report by publication, mail, or electronic means to the commissioner, authorizer, school employees, and parents and legal guardians of students enrolled in the charter school and must also post the report on the charter school's official Web site. The reports are public data under Chapter 13."

State law requires charter schools to submit annual reports to the Minnesota Department of Education and its authorizer; St. Thomas utilizes an October 1<sup>st</sup> deadline. These reports are designed to ensure prudent authorizer oversight without overburdening school leaders and to provide important information to school stakeholders. Each St. Thomas-authorized charter school will self-report on its goals and outcomes in the Annual Report. Additionally, St. Thomas requires that the Annual Report include additional elements as enumerated in the current year's Annual Reporting Guidelines document.

#### **Semi-Annual Report**

St. Thomas requires the schools we authorize to submit at least one additional report yearly. Similar to the Annual Report, the Semi-Annual Report, each St. Thomas-authorized charter school will self-report on its goals and outcomes in the Semi-Annual Report as articulated in the current year's Annual Reporting Guidelines document.

## Site Visit Overview

One of the most important ways St. Thomas gathers information about the schools we authorizes is through on-site visits. Site visits allow the authorizer to observe the school in action firsthand, hear directly from all key stakeholders, and corroborate school-reported information and data. St. Thomas conducts three different types of site visits: Formal, End of Term, and Monitoring. The Formal and End of Term site visits will follow a more structured protocol. Observations and information gathered during these visits will serve as a resource in completing the annual and/or end of term evaluation. St. Thomas will also make informal monitoring visits to schools for follow-up oversight, special events, and check-ins.

### Formal Site Visit

Typically conducted in the fall of each year to assess the implementation of school-opening procedures and to discuss progress toward meeting academic, financial, governance, and operational goals. Formal Site Visits are usually conducted by a single St. Thomas staff member who interviews key stakeholders, conducts classroom observations, and attends a board meeting. Observations and information gathered during the visit serve as a resource for monitoring progress towards contract goals and completing the annual evaluation.

### End of Contract Term Site Visit

These visits are similar to Formal Site Visits but are conducted by a team of reviewers three to four months prior to the end of the school's contract term. This visit takes place around the time the school is submitting its Application for Contract Renewal with the visit being focused on the school's performance over the entire term of the contract. Written feedback is provided to the Board of Directors and School leadership in the form of the school's End of Term Evaluation which is used to determine contract renewal.

### On-going Monitoring Site Visit

St. Thomas may conduct monitoring site visits at any time to fulfill its duties as an authorizer. Reasons for monitoring visits may include: investigation of a complaint, determination of readiness to open, follow up to implementation of improvement plans, documentation of best practices, attending school-wide assemblies, celebrations or other public events. These visits are typically less formal and may be impromptu or without notice. The frequency, duration, and intensity of these visits depend greatly on the school's standing with St. Thomas.

## Protocols for Formal and End of Term Site Visits

St. Thomas's ongoing monitoring and oversight is focused on answering three key questions:

### 1. Is the academic program a success?

Information on the academic program will be gathered from interviews with leadership and staff, classroom observations, and inspection of the physical learning environment. St. Thomas will be seeking evidence of:

- Implementation of the school's mission and vision;
- A research-based curriculum appropriate for students served;
- Effective instructional practice that supports the goals of the learning program;
- Strong instructional leadership;
- A school climate that supports the goals of the learning program; and

- A physical environment that supports the goals of the learning program.

## **2. Is the school financially viable?**

Information on the school's financial health will be gathered from interviews with leadership, board members and staff, observation of business practices, and examination of school records. St. Thomas will be seeking evidence of:

- Implementation of board-adopted financial policies with clear separation of duties;
- Organized and effective business practices; and,
- Implementation of a corrective action plan identified in the most recent audit (if applicable).

## **3. Is the organization effective and well-run?**

Information on the school's organizational effectiveness and leadership will be gathered from interviews with leadership and staff, observation of school routines and school climate, examination of school documents (schedules, staff and parent communication, etc.), and attendance at a school board meeting. St. Thomas will be seeking evidence of:

- Established and effective school routines that support a strong school climate and the learning program (entering and exiting the school, lunch, passing between classes, etc.);
- Strong understanding of the respective roles of the board and school leadership;
- Effective board operations (following by-laws, open meeting law, etc); and,
- A strong school leader (clearly communicates school vision to all, committed to continuous improvement, etc.).

## **Preparing for the Site Visit**

### **1. School Tasks**

Schools are asked to do the following in preparation for the site visit:

- Identify a contact person to facilitate the site visit questions or issues.
- Set up a work space for the team.
- Provide the following information:
  - Copy of school's master schedule;
  - Organizational chart and/or list of staff (names, grades, subjects, e-mail address) and map of the school with teachers, grades and classroom location identified (or numbering system and location and grade of teachers);
  - Copies of written policies and handbooks for teachers, parents, and/or students (have available during the site visit).
- Have each student bring one sample of work to the student focus groups.
- Set-up a space and identify participants for focus groups (chairs for 6-8 participants per group, flip chart, paper, pens).
- Ensure compliance binder is complete, up-to-date, and readily accessible.

### **2. St. Thomas Tasks**

The review team will review the following materials prior to the visit:

- Contract, including accountability plan
- Annual reports for all years of contract

- Audits for all years of contract
- Most recent board packets
- Intervention materials, if applicable (e.g. improvement plan, letters of notice, etc.)
- Master schedule (to be obtained from school prior to visit)
- Statement of Assurances to be reviewed and signed by school and/or board leadership
- Previous site visit write-ups
- Correspondence with school
- Any relevant materials the school board/leadership request St. Thomas to review prior to visit

### **Site Visit Schedule**

Prior to the visit the review team will check in with the school leader to learn of any unique scheduling circumstances for the day. In particular, the team should be aware of testing, new teachers in the building, substitutes, and special programming. During the day the team will (either individually or as a full team) complete the following tasks:

- Check in with school leadership to review schedule and space for the day
- Conduct team meeting or individual work time: discuss any issues to focus on and assign team members to tasks
- Interview director, may provide some verbal feedback to the director on the day's observations
- Observe classrooms, hallway transitions, and out-of-class time (e.g. lunch) with school leadership
- Interview 3-4 teachers
- Interview a group of students
- Interview a group of parents
- Interview business manager
- Interview curriculum and/or testing coordinator (may be the director)
- Conduct a team meeting
- Interview board chair
- Attend and observe board meeting

The review team will conduct interviews with school leaders and staff with a long-term perspective in mind. The purpose of the interviews is to review the progress of the school over the course of the contract, not just its current school year. Wherever possible, interviews should be conducted separately, and the team may ask the interviewee to provide evidence to substantiate a statement (e.g. board minutes).

### **Post Visit, Formal Written Feedback**

St. Thomas staff will provide formal written feedback. If a more serious issue arises from a site visit St. Thomas may implement an intervention from "Range of Interventions" table. This written feedback will be provided to both the board and school administration.

## Sample Interview Questions

### School Leader

#### 1. Learning Program

This section may be answered by the Executive Director, or others in leadership capacities who are responsible for the teaching and learning program in the charter school.

- **Learning Program Changes:** Over the course of the contract, how has the learning program evolved? What circumstances drove these changes?
- **Strengths and Weaknesses:** What are the greatest strengths of your learning program? Weaknesses?
- **Future Changes in the Learning Program:** What changes would you like to make to the learning program in the near future (e.g. curricular, staffing, organizational, etc.)? Why?
- **School-specific Academic Goals:** To what extent is the school working to meet the school-specific academic goals outlined in the contract?
- **Curriculum implementation:** What specific curriculum is the school using and what materials are available to teachers?
- **Decision making relating to Curriculum:** Describe the process for making curricular decisions. Are you satisfied the curriculum is being well-implemented?
- **Behavior Management:** Describe the school's behavior management system. How consistently is it implemented? What teacher development is necessary to implement and maintain a positive school culture? What changes have you made over time to improve the system?
- **Teacher Quality:** What does the school do to recruit, hire, and retain high quality teachers and staff? Describe your school's teacher retention pattern over the course of the contract. What special circumstances drive this?
- **Staff Training and Development:** How do you ensure that the school's staff members are appropriately trained and continuously improving their instructional practices? Cite specific examples.
- **Teacher Evaluation:** How do you evaluate teachers? How often? What research-based methods are used?
- **ESL Programming:** Describe your English as a Second Language program. How is your school meeting the needs of these students? How have these demands changed over the course of the contract?
- **Special Education:** Describe your Special Education program. How is your school meeting the needs of these students? How have these demands changed over the course of the contract?
- **Enrollment and Attendance:** Describe your school's enrollment and attendance patterns over the course of the contract. What special circumstances drive these statistics? What has the school done to meet enrollment and attendance goals?

#### 2. Organizational Effectiveness

- **Successes and Challenges:** What have been your greatest successes as a school leader? What are your greatest challenges?

- **Positive School Culture:** How have school leaders and staff worked to build and maintain a positive school culture? What does this look like in your school? Provide examples.
- **Communication System:** What tools do you use to communicate with stakeholders—students, parents, teachers/staff, board members, larger community? What has been most effective? Least effective?
- **Mission and Contractual Goals:** Are Board members, teachers and parents aware of and supportive of the school’s mission and contractual goals?
- **Parent Satisfaction:** What is the current state of parental satisfaction with the school? How has parent satisfaction evolved over time? What does the school do to ensure parents and families continue to be satisfied with the school’s program?
- **School Facility:** Is the current school facility adequate for meeting the school’s learning program goals? If not, what plans have been made to improve the facility and/or find adequate space?
- **Admissions Policies and Recruitment Efforts:** Describe your admissions policies and recruitment plans. Is the school in compliance with current charter school admissions laws (MN Stat. 124E.11)?
- **Statement of Assurances:** Review the Statement of Assurances with school leadership and the board chair. Is the school meeting all compliance expectations outlined in this document? Can school leadership verify compliance?

### 3. Financial Management and Oversight

- **Current Financial Status:** Describe the school’s financial situation and any challenges it may be facing. Over the course of the contract has the school experienced financial challenges? How have those been rectified?
- **Financial Oversight:** Describe the school’s financial management and oversight model. What systems are in place to ensure that the school’s financials are well-managed (i.e. adherence to a balanced budget, maintenance of cash flow, management of financial reserves or fund balance, etc.)?
- **Financial Decision making:** How are both major and minor financial decisions made at the school?
- **Enrollment Projections:** To what extent does the school over- or under-estimate enrollment when making budgeting decisions? How often is the budget revised throughout the year? Why?
- **Audit Findings:** What changes, if any, have been made to ensure the school has a clean financial audit with no findings?
- **Financial Concerns:** Do you have any concerns regarding reporting, internal controls, or compliance issues?
- **Board Involvement:** Do you believe the board has a solid understanding of the school’s financial situation and any challenges it may be facing? What kind of financial information does the board ask of the school? Who reports this information to the board?

## Business Manager

### 1. Financial Management and Oversight

- **Current Financial Status:** Describe the school’s financial situation and any challenges it may be facing. Over the course of the contract has the school experienced financial challenges? How have those been rectified?

- ***Financial Management and Oversight:*** Describe the school’s financial management and oversight model. What systems are in place to ensure that the school’s financials are well-managed (i.e. adherence to a balanced budget, maintenance of cash flow, management of financial reserves or fund balance, etc.)?
- ***Financial Decision Making:*** How are both major and minor financial decisions made at the school?
- ***Enrollment Projections:*** To what extent does the school over- or under-estimate enrollment when making budgeting decisions? How often is the budget revised throughout the year? Why?
- ***Audit Status:*** What changes, if any, have been made to ensure the school has a clean financial audit with no findings?
- ***Controls and Compliance:*** Do you have any concerns regarding reporting, internal controls, or compliance issues?
- ***Board Involvement and Competence:*** Do you believe the board has a solid understanding of the school’s financial situation and any challenges it may be facing? What kind of financial information does the board ask of the school? Who reports this information to the board?

### **Curriculum and/or Testing Coordinator**

This may be the School Leader or other designated staff.

#### **1. Learning Program**

- ***Academic Results:*** Discuss the academic results over time: AYP, MCA II proficiency, NWEA MAP test median and RIT growth scores. Discuss reasoning for scores and how the school’s academic results have changed over time (e.g. population change, professional development, program decisions, curricular decisions, etc.).
- ***Growth in Achievement:*** If applicable, discuss MCA II growth and comparison school data for the most current school year for which data are available (excel printout). Discuss reasoning for scores. *NOTE: The proposed Accountability Plan, being new to St. Thomas, means that the analysis of comparative data from year to year can occur, at the soonest, the year after base-line data are established.*
- ***School-specific Academic Goals:*** To what extent is the school working to meet the school-specific academic goals outlined in the contract?
- ***Supplemental Assessment Data:*** Discuss any other assessment data the school uses to measure proficiency or progress over time. Why does the school use additional assessment data? How does this help inform staff of student progress?
- ***Decision Making:*** What processes do you have in place to evaluate assessment data and link them to instructional practices? How are curriculum decisions made and what steps are taken to implement these decisions? Do you have confidence that the assessments you are using will provide you adequate information related to student learning?
- ***Staff Development:*** To what extent does the school use assessment data in staff development? How has this evolved over time (the course of the contract)? Do you have confidence that staff value assessment data and use the information to modify teaching strategies?
- ***Differentiation of Instruction:*** How does the school vary instructional levels and methods for students with different needs?

## Board Chair

### 1. Board Roles and Responsibilities (Organizational Effectiveness)

- ***School Strengths and Weaknesses:*** What do you see as the school's strengths and weaknesses?
- ***Planning:*** Has the board completed a long-term strategic plan for the school? (If so, ask for a copy.) Describe the school's mission and its contractual academic goals; how does the long-term plan support the mission and contract?
- ***Assessment of Progress:*** How does the board assess progress of the school's long-term plan? (If there is no long-term plan, how does the board assess progress of the school's accountability plan?) Is the school's mission being achieved?
- ***Evaluation of School Leader:*** What is the board's process for evaluating the school leader? How is the evaluation used? Does the board have a professional development plan with measurable goals for the school leader?
- ***Board Member Training:*** Have all board members received MDE-approved board training? Has the board adopted policy to meet the expectations of this law? If so, please provide the policy. For the transition year, what is the board's plan to meet the intent of this law?
- ***Board Roles and Responsibilities:*** Do you believe your board has a firm understanding of its roles and responsibilities? How do you evaluate this and address concerns if they arise? What role does the school leader play and what role does the board play?
- ***Governance Model:*** Describe your board's governance model—composition, committee structure, frequency of meetings, etc. How does this support your school's mission and long-term plan? How do you ensure that the board maintains necessary expertise to do its job?
- ***Board Review:*** Does the board complete a self review? If so, please provide documentation of the most recent review. Does this review assess the extent to which the board understands its roles and responsibilities?
- ***Record Retention:*** Do you have a governance binder with written policies, board bylaws, school handbooks, etc.? How often are bylaws reviewed and updated?
- ***Board Policy Development:*** Do you have a process in place to regularly review board written policies? How often does the board review and update these policies? Do you believe the board has been proactive or reactive on policy review? Can you provide some examples of when the board has reviewed/changed policy?
- ***Compliance Monitoring:*** Review the Statement of Assurances with school leadership and the board chair. Is the school meeting all compliance expectations outlined in this document (e.g. Open Meeting Law)? Can the board verify compliance?

### 2. Financial Management and Oversight

- ***Current Financial Status:*** Describe the school's financial situation and any challenges it may be facing. Over the course of the contract has the school experienced financial challenges? How have those been rectified?
- ***Financial Oversight:*** Describe the board's financial management and oversight model. What systems are in place to ensure that the school's financials are well-managed (i.e. adherence to a balanced budget, maintenance of cash flow, management of financial reserves or fund balance, etc.)?
- ***Financial Decision making:*** How are both major and minor financial decisions made at the school and board levels?

- ***Enrollment Management:*** To what extent does the board over- or under-estimate enrollment when making budgeting decisions? How often is the budget revised throughout the year? Why?
- ***Audit Status:*** What changes, if any, have been made to ensure the school has a clean financial audit with no findings?
- ***Compliance Issues:*** Do you have any concerns regarding reporting, internal controls, or compliance issues?
- ***Board Competence and Understanding:*** Do you believe the board has a solid understanding of the school's financial situation and any challenges it may be facing? What kind of financial information does the board ask of the school? Who reports this information to the board?

## Range of Interventions Guidelines

St. Thomas evaluates all of the information it obtains through its ongoing oversight to inform decision-making. School's performance and/or actions may trigger an intervention. The chart below describes what triggers different levels of intervention and the ensuing result. Official interventions require a response from the school's Board of Directors. Intervention level is determined by the severity of the concern and need not begin with level one or advance level-by-level.

| <b>Status</b>                                              | <b>Triggered by...</b>                                                                                                                                                                                                                                                                          | <b>Will Result in....</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>Level One</u></b><br>Notice of Concern               | <ul style="list-style-type: none"> <li>• Signs of weak performance identified through routine monitoring; through implementation, compliance, or performance reviews; or by other means.</li> <li>• Repeated failure to submit required documents on a timely basis.</li> </ul>                 | <ul style="list-style-type: none"> <li>• Letter to the school's board (council) detailing areas of concern.</li> <li>• Review and reconsideration of goals and performance targets in the Accountability Plan.</li> <li>• St. Thomas Charter School Accountability Board recommendation that the school develops a School Improvement Plan (SIP).</li> </ul>                                                                                                                                                                                     |
| <b><u>Level Two</u></b><br>Notice of Deficiency            | <ul style="list-style-type: none"> <li>• Failure to meet multiple performance targets; or glaring or repeated failure to meet a single performance target.</li> <li>• Failure to comply with applicable law or significant failure to comply with Board condition(s) of the charter.</li> </ul> | <ul style="list-style-type: none"> <li>• Letter to the school's board (council) detailing areas of deficiency.</li> <li>• SIP containing specific improvement objectives, technical assistance requirements, and schedule for remedial action negotiated with the St. Thomas Charter School Accountability Board.</li> </ul>                                                                                                                                                                                                                     |
| <b><u>Level Three</u></b><br>Notice of Probationary Status | <ul style="list-style-type: none"> <li>• Continued failure to meet performance targets; and failure to meet objectives of SIP.</li> <li>• Continued failure to comply with applicable law or with the charter.</li> </ul>                                                                       | <ul style="list-style-type: none"> <li>• SIP imposed by the St. Thomas Charter Accountability Board.</li> <li>• St. Thomas Charter School Accountability Board has the option to require the assignment of a technical assistance team to the charter school and may facilitate the development of said technical assistance team.</li> <li>• In certain cases, the St. Thomas Charter School Accountability Board may appoint an agent to monitor the implementation of the SIP and the activities of the technical assistance team.</li> </ul> |
| <b><u>Level Four</u></b><br>Charter Extended Review        | <ul style="list-style-type: none"> <li>• Pattern of failure to comply or meet performance targets; or</li> <li>• Failure to successfully address terms of probation.</li> </ul>                                                                                                                 | <ul style="list-style-type: none"> <li>• Recommendation to revoke, not to revoke, or to impose lesser sanctions.</li> <li>• Decision to commence or not to commence revocation proceedings made by St. Thomas Charter School Accountability Board.</li> </ul>                                                                                                                                                                                                                                                                                    |
| <b><u>Level Five</u></b><br>Charter Revocation             | <ul style="list-style-type: none"> <li>• Charter review results in recommendation to revoke.</li> </ul>                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Written notice from the St. Thomas Charter School Accountability Board stating reasons for proposed revocation and informing school of right to an informal hearing.</li> <li>• Record of informal hearing.</li> <li>• Decision to revoke or not to revoke made by St. Thomas Charter School Accountability Board.</li> </ul>                                                                                                                                                                           |

# Complaint Process

