

CHARTER SCHOOL / AUTHORIZER AGREEMENT

The University of St. Thomas (hereinafter “Authorizer”) and **PiM Arts High School** (hereinafter “School”) are entering into this Agreement as of July 1, 2022, for the purposes of defining the responsibilities and obligations of each party with respect to the operation of a charter school. It is the intention of the parties that this Agreement will comply with all requirements of the Charter Law (as such term is defined below).

SECTION 1. DEFINITIONS.

For purposes of this Agreement, and in addition to the terms defined throughout this Agreement, each of the following words or expressions shall have the meaning set forth in this section:

- 1.1 “Agreement” means this Charter School/Authorizer Agreement between the Authorizer and the School as is required by *Minnesota Statutes* §124E.10, Subd. 1(a). (Charter contract).
- 1.2 “Applicable Law” means all state and federal law applicable to Minnesota charter schools and any regulations implemented pursuant to those laws.
- 1.3 “Application Information” means the charter school application information and supporting documentation submitted to the Authorizer for the Authorizer to grant the charter to the School. The critical Application Information is attached to this Agreement as Attachment 1 and by this reference is made a part of this Agreement. The Application Information may be amended from time to time by the Charter School Board provided that significant changes are approved in advance by the Authorizer. The School will be accountable for implementing the program described in the Application Information. In the event that there is an inconsistency or dispute between the provisions in the Application Information and this Agreement, the provisions of this Agreement shall be followed.
- 1.4 “Charter Law” means the *Minnesota Statutes* §124E *et seq.*, as amended, and any rules or regulations adopted by the Commissioner relating to this law.
- 1.5 “Charter School Board” means the Board established to govern the School, as provided under *Minnesota Statutes* §124E.06-§124E.07.
- 1.6 “Commissioner” means the Commissioner of the Minnesota Department of Education.
- 1.7 “Department” means the Minnesota Department of Education.
- 1.8 “School” means **PiM Arts High School** which is established as a charter school pursuant to this Agreement and which is incorporated pursuant to *Minnesota Statutes* §317A.
- 1.9 “School Information” includes all educational data, as defined in *Minnesota Statutes* §13.32; any and all data related to employees; any and all complaints filed by the School

as required by law and all complaints filed against the School; any and all investigative files and the results of any investigations; and any and all financial information as required to be disclosed under Section 7.7.

1.10 “Authorizer” means the University of St. Thomas, with its official office located at 2115 Summit Avenue, St. Paul, MN 55105. The Authorizer represents and warrants that it is an organization eligible to authorize charter schools in Minnesota as provided for in the Charter Law.

1.11 “School Year” means July 1 through June 30.

SECTION 2. TERM.

The term of this Agreement is **four (4)** years, commencing on the date of this Agreement, **July 1, 2022**, as identified above, and continuing through **June 30, 2026**, unless terminated earlier pursuant to Sections 9 or 10 of this Agreement. If data from the 2024-25 school year merits scores of 3 or better on the math-specific measures of 1.2, 1.3, 1.4 and 1.5 as set forth in Attachment 2 (“Accountability System”), the authorizer may extend the term of this agreement for an additional year (through June 30, 2027).

SECTION 3. PURPOSE OF THE SCHOOL; DESCRIPTION OF THE PROGRAM; CONTENT STANDARDS; CURRICULUM; PERFORMANCE INDICATORS AND EVALUATION.

3.1 Purpose of the School. The School will be organized and operated to achieve more than one purpose as described in the Application Information and as provided for in the Charter Law, including the primary purpose: to improve all pupil learning and all student achievement.

3.2 Description of the Program. The School’s program will be as described in the Application Information. The School agrees to operate in a manner consistent with the Application Information unless the School and the Authorizer agree to amend the approved charter.

3.3. Content Standards. The School’s educational program shall meet or exceed Minnesota Academic Standards.

3.4 Curriculum. The School shall implement the curricula described in the Application Information, supplemented with other curricula that may be helpful to the School’s academic progress to the extent that such curricula meet or exceed Minnesota Academic Standards. The School may, without seeking Authorizer approval, make reasonable modifications to its approved curriculum to permit the School to meet its educational goals and student achievement standards. Any modifications, either individually or cumulatively, that are of such a nature or degree as to cause the approved curriculum to cease to be in operation will require approval from the Authorizer and an amendment to this Agreement.

3.5 Performance Indicators and Evaluation.

(a) Graduation Standards. The School will comply with the requirements of the Minnesota Graduation Standards, as defined by *Minnesota Statutes* §§120B.02; 120B.024; and Minnesota Rules parts 3501.0010 – 3510.0280 and will document the levels of student performance in terms of students meeting those graduation standards.

(b) Every Student Succeeds Act (ESSA). The School will comply with the responsibilities and obligations of the Title I, Part A accountability provisions as specified under the federal Every Student Succeeds Act or its implementing regulations established by the U.S. Department of Education including, but not limited to, participating in statewide assessments, meeting participation requirements for each student group on state assessments, meeting public and parent reporting requirements, and implementing School sanctions if the School is identified for improvement.

(c) Goals, Performance Indicators, and Accountability System. The School and the Authorizer agree to the goals and measurable performance indicators for the Academic Performance, Financial Viability, and Organizational Performance of the School as set forth in Attachment 2 (“Accountability System”), which specifies the performance levels necessary in order for this Agreement to be renewed. Authorizer reporting on school outcomes against these goals and measurable performance indicators will take place annually. As provided for in Attachment 2, the academic outcomes will be assessed using multiple indicators including nationally normed referenced tests or other professionally recognized measurement systems, state tests required of all students, and other methods provided for in this Agreement. In keeping with the primary purpose of charter schools under *Minnesota Statutes* §124E.01, Subd. 1, improving all pupil learning and all student achievement as measured by the Academic Performance indicators will be the most important factor in determining contract renewal. The School’s success in meeting the additional statutory purposes identified by the School will be considered as secondary factors.

The parties intend, where this Agreement references or is contingent upon state or federal accountability laws, to be bound by any applicable modification or amendments to such laws upon the effective date of such modifications or amendments. The specific terms, form, and requirements of the Accountability System may be modified or amended to the extent required to align with changes to applicable state or federal accountability requirements, as set forth in law.

(d) Accountability for Multiple Campuses. If the School operates multiple campuses under this Agreement, this Agreement includes specific academic accountability measures for each campus. The Authorizer will evaluate each campus’s academic performance independently of other campuses, and each campus will be independently accountable for its performance.

(e) Annual Report. The School will file an annual report with the Authorizer that is consistent with the provisions of *Minnesota Statutes* §124E.16, Subd. 2 and which contains the information required by the Authorizer (the “Annual Report”). The report will be filed no later than October 1 of each year during the term of this Agreement. The School may include other information in the Annual Report. The Authorizer will review the Annual Report and, if necessary, provide written comment to the Board.

(f) Annual Report Dissemination. The School will disseminate the annual report to the families of students attending the School and post the report on the School's official Website.

SECTION 4. LEGAL STRUCTURE AND AUTHORITY OF THE SCHOOL.

Legal Structure.

(a) Nonprofit Status. The School is organized and operated as a nonprofit corporation under *Minnesota Statutes* Chapter 317A, as amended.

(b) Articles of Incorporation. The School's articles of incorporation are Attachment 3 ("Articles"). The School will submit any modification of the Articles to the Authorizer within five (5) business days of approval by the Charter School Board.

(c) Bylaws. The School's bylaws are Attachment 4 ("Bylaws"). The School will notify the Authorizer of any proposed amendments to the Bylaws. At its discretion, the Authorizer may review and comment on the proposed amendments. The School will consider the Authorizer's review and comment, and will submit to the Authorizer any amendments to the Bylaws within five (5) business days of approval by the Charter School Board. Pursuant to *Minnesota Statutes* §124E.07, Subd. 4, Authorizer approval is required if the Charter School Board wishes to change its governance structure.

(d) Affiliated Nonprofit Building Corporation. If eligible under *Minnesota Statutes* §124E.13, Subd. 3, the School may form an affiliated nonprofit building corporation which complies with all legal requirements. The School or its affiliated nonprofit building corporation must receive a positive review and comment from the Commissioner as detailed in *Minnesota Statutes* §124E.13, Subd. 4.

(e) Authorized Grades. The authorized grades will be as specified in the Application Information. If the Application Information provides for a phase-in of the grades, this phase-in will not be changed without prior written consent of the Authorizer.

(f) Program Expansion. The School will not expand its site or grade levels beyond that specified in the Application Information without application to and approval by the Authorizer, and without the Authorizer's submission of a supplemental affidavit to the Commissioner. The Commissioner must approve the supplemental affidavit consistent with *Minnesota Statutes* §124E.06, Subd. 5.

SECTION 5. LOCATION OF THE SCHOOL

The School shall be located at **LOCATION**. 7255 Flying Cloud Drive Eden Prairie, MN 55344.

The School may change its location(s) only after obtaining written approval from the Authorizer, subject to any terms and conditions specified.

SECTION 6. PRE-OPENING REQUIREMENTS

To demonstrate the School’s readiness to open successfully, the School is required to meet a set of pre-opening benchmarks by specified dates as set forth in the “Ready-to-Open Process”. If the School fails to meet the pre-opening requirements within the required timeframes, the opening of the School will be postponed by one year in accordance with *Minnesota Statutes* §124E.06 Subd. 3(g). If the school is an existing school renewing its contract this section does not apply.

SECTION 7. OPERATING REQUIREMENTS

7.1 Governance.

(a) Board of Directors. The School will be governed by a Charter School Board. The composition of the Charter School Board shall at all times be determined by and consistent with the Articles and Bylaws and all Applicable Law and policy. The school will file changes in the membership of the Charter School Board with the Authorizer.

(b) Background Checks. Before any persons are seated as members of the Charter School Board, the School will conduct a criminal background check identical to those required by *Minnesota Statutes* §123B.03, Subd. 1. The School will certify to the Authorizer that background checks have been completed and, consistent with Applicable Law, will provide to the Authorizer any adverse information that is revealed as part of the background checks and will evaluate, on a case-by-case basis, membership on the Charter School Board where the background check revealed adverse information.

(c) Conflicts of Interest. The provisions of *Minnesota Statutes* §124E.07, Subd. 3 and §124E.14 relating to conflicts of interest shall be followed by each member of the Charter School Board.

(d) Powers. The Charter School Board will provide policy leadership including, but not limited to, long-range planning and goal-setting for the School consistent with the School’s approved mission; holding the School accountable for meeting academic, financial, and operational goals; approving an annual budget and providing oversight of the budget; employing appropriate staff or contracting with organizations that do employ appropriate staff; setting expectations and reviewing the performance of the School director at least annually; and other policies regarding the operation of the School.

(e) School Board Election. Charter School Board elections and director qualifications will be as provided in the Charter Law and the Bylaws.

(f) Affiliation. Notwithstanding any provision to the contrary in the Charter, Application, or the Articles and Bylaws, in no event shall the Charter School Board, at any time, be composed of voting members of whom a majority are directors, officers, employees, agents, or otherwise affiliated with any single entity (with the exception of the School itself), regardless of whether said entity is affiliated or otherwise partnered with the School. For the purposes of this paragraph, “single entity” shall mean any individual entity, as well as any and all related entities to such entity such as parents, subsidiaries, affiliates, and partners. The Authorizer may, at its sole discretion, waive this restriction upon a written request from the School.

- (g) Non-Commingling. Assets, funds, liabilities, and financial records of the School shall be kept separate from assets, funds, liabilities, and financial records of any other person, entity, or organization unless approved in writing by the Authorizer.
- (h) Open Meeting Law. All meetings and business of the Charter School Board will comply with the Minnesota Open Meeting Law, *Minnesota Statutes* §13D. The Charter School Board will provide proper written notice to Authorizer of all board meetings including special, regular, and emergency.
- (i) Frequency of Meetings. The Charter School Board will meet as provided in the Bylaws. A copy of the agenda, minutes, financial statements and all related documents will be provided to the Authorizer at least three days prior to the meeting. At the request of the Authorizer, the Charter School Board will provide the Authorizer an opportunity to address the Charter School Board regarding matters determined by the Authorizer.
- (j) Charter School Board Training. The Charter School Board will participate in training consistent with the *Minnesota Statutes* §124E.07, Subd. 7. In addition, the Charter School Board will submit its plan for training to the Authorizer if requested by the Authorizer and attend training reasonably required by the Authorizer.
- 7.2 Non-Sectarian. The School will be nonsectarian in its programs, admission policies, employment practices and all other purposes.
- 7.3 Tuition and Fees. The School will not charge Minnesota residents tuition for admission to the School. The School may impose fees and require payment of expenses for activities of the School where such fees and payments are not prohibited by Applicable Law. The School will comply with the Minnesota Public Schools Fee Law, *Minnesota Statutes* §123B.34-39, which governs authorized and prohibited student fees.
- 7.4 Home School. The School will not be used as a method of providing education or generating revenue for students who are being home schooled pursuant to *Minnesota Statutes* §120A.22.
- 7.5 Enrollment. The School will follow student admission requirements as stated in *Minnesota Statutes* §124E.11.
- (a) Limits. The School may not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability, nor may it condition admission on criteria or take any action that would violate the Minnesota Human Rights Act, *Minnesota Statutes* §363A.
- (b) Admissions. The School's admission policies and procedures are attached to this Agreement as Attachment 5.
- (c) Student Transfers and Exits. Any student exit out of the School will be documented by an exit form signed by the student's parent or guardian, which affirmatively states that the student's transfer or exit is voluntary. The School will collect and report to the

Authorizer, in a format required or approved by the Authorizer, exit data on all students transferring from or otherwise exiting the school for any reason (other than graduation), voluntary or involuntary. Such exit data will document the date of and reason(s) for each student departure. In the event that the School is unable to document the reasons for a voluntary withdrawal, the School will notify the Authorizer and provide evidence that it made reasonable efforts to obtain documentation.

- (d) Right to Remain. Pursuant to *Minnesota Statutes* § 121A.40-121A.56, students who enroll in the School will have the right to remain enrolled in the School through the end of the school year, absent expulsion, graduation, or court-ordered placement. Students who fail to attend the School as required by state law may be removed from the School's rolls only after the requisite unexcused absences have been documented and all truancy procedures followed.

7.6 Reporting to the Authorizer.

(a) Reports. The School will file reports, including but not limited to the Annual Report identified in Section 3.5(e) of this Agreement, with the Authorizer regarding the implementation efforts and outcomes of the School's program. These reports shall encompass operational, governance, financial, compliance, and academic elements—including those elements related to achievement of the primary and additional statutory purposes of the school. The Authorizer will provide a format and a reasonable timeline for these reports.

(b) Access to Information. The School will provide the Authorizer with and permit prompt and reasonable access to any School Information requested by the Authorizer. For purposes of such data disclosure, the parties agree that they will be governed by *Minnesota Statutes* §13.05.

(c) Assessments and Test Results. The School will provide the Authorizer with required government assessments and test results promptly following the time the School receives each of its preliminary test results and final test results. The School will provide the Authorizer with any other assessments and test results as required by the Authorizer each semester. Where necessary the School shall truncate information to the last four digits of the student identification number to protect student data privacy.

(d) Violations of Law. The School will promptly notify the Authorizer of all complaints that allege that a violation of state or federal law or regulation has been committed by the School unless such reporting would violate Applicable Law.

7.7 Financial Management. For the purposes of this Section, the School is subject to *Minnesota Statutes* §124E.16, Subd.1.

(a) Procedures and Controls. At all times, the School will maintain appropriate governance and managerial procedures and financial controls, which shall include but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them; (2) a checking account; (3) adequate payroll procedures; (4) an organizational chart; (5) procedures for the creation and review of monthly and quarterly financial reports, which

procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (6) internal control procedures for cash receipts, cash disbursements and purchases; and (7) maintenance of asset registers and financial procedures for grants in accordance with Applicable Law.

(b) Financial Reports. The School will provide the Authorizer a copy of the annual budget for review and comment prior to its approval by the Board. The School will consider the Authorizer's review and comment, but is not required to incorporate in the annual budget any comments or other modifications proposed by the Authorizer. The School shall also provide the Authorizer periodic reports on the School's financial status as provided for in Section 7.6(a) of this Agreement and to allow for evaluation of the School program.

(c) UFARS. The School will utilize the UFARS financial accounting principles and methods. Student accounting will comply with MARSS requirements. All accounting records will be audited annually by a public accounting firm engaged by the Charter School Board.

(d) Audits. The School will comply with the same financial audits, audit procedures, and audit requirements of other schools (*Minnesota Statutes* §123B.75 to 123B.83) except when deviations are necessary because of the program of the School. Deviations must be approved by the Commissioner and Authorizer. The School will provide the Authorizer with a final audit and any management letters provided by the auditor. As provided by *Minnesota Statutes* §124.E.16, Subd. 1, if the audit includes findings that a material weakness exists in the financial reporting systems of the School, the School must submit a written report to the Commissioner explaining how the material weakness will be resolved in accordance with the procedures set by the Commissioner. The report to the Commissioner will also be provided to the Authorizer.

Upon prior written request, the School will make available for review by the Authorizer all financial records at such times as reasonably requested by the Authorizer.

(e) Creditors. If the School has any payments to creditors for which there is an outstanding liability of over 90 days, the School will provide the Authorizer a written statement explaining the reasons for this and a proposal for payment of the outstanding liability.

7.8 Transactions with Affiliates. The School shall fully comply with sections 124E.07 and 124E.14 of the charter school law. Additionally, with regard to non-board members, the school shall not, directly or indirectly, enter into or permit to exist any transaction (including the purchase, sale, lease or exchange of any property or the rendering of any service) with any affiliate of the School, any past member of the Charter School Board, any employee past or present of the School (except in their employment capacity), or any family member of the above individuals, unless:

(a) The terms of such transaction (considering all the facts and circumstances) are no less favorable to the School than those that could be obtained at the time from a person who is not such an affiliate, past member, employee, or related individual; and

(b) The Charter School Board discloses any conflicts and operates in accordance with a conflict of interest policy that has been approved by the Authorizer.

7.9 Educational Service Providers. The School shall not, without explicit, written approval of the Authorizer, contract with a third party to provide comprehensive (all or a substantial portion of the) services necessary to manage and operate the School. If the School intends to enter into such a contract, it will, no later than 120 days prior to the effective date, enter into a legally binding and enforceable agreement with such entity named in the Application Information (the "ESP") in a form substantially similar to that contained in the Application Information (the "Management Contract"), subject to the approval of the Authorizer. The Management Contract will specifically set forth:

(a) Proposed key terms, including roles and responsibilities of the Charter School Board, the School staff, and the ESP; the services and resources to be provided by the ESP and any affiliated entities; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the ESP; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination; and

(b) Disclosure and explanation of any existing or potential conflicts of interest between the Charter School Board and the ESP or any affiliated business entities.

No later than thirty (30) days prior to entering into the Management Contract, the School will provide a copy of the Management Contract in proposed final form to the Authorizer. The Management Contract will be accompanied by a letter from a licensed attorney representing the School stating that the Management Contract meets the attorney's approval. Such attorney may not represent or be retained by the Management Provider. The Management Contract shall not be executed until the School is notified in writing by the Authorizer that the Management Contract meets its approval. The School shall not enter into any contract for comprehensive school management services to be performed in substantial part by any other entity not identified as such in the Application Information without receiving prior written approval from the Authorizer.

7.10 Employment and Staffing.

(a) Authorization of Employment. The Charter School Board or its delegate will employ and contract with necessary teachers, as defined by *Minnesota Statutes* §122A.15, Subd. 1, who hold valid licenses to perform the particular service for which they are employed at the School.

(b) Non-Licensed Personnel. The Charter School Board or its delegate may employ necessary employees who are not required to hold teaching licenses to perform duties other than teaching and may contract for other services.

(c) Collective Bargaining. If eligible employees of the School organize to engage in collective bargaining, the School will comply with *Minnesota Statutes* §179A, the Public Employment Relations Act.

7.11 School Facilities.

(a) Lease Space. The School will comply with the provisions of *Minnesota Statutes* §124E.13, Subd. 1 for leasing space. Prior to finalizing a lease for space, the School will submit it to the Department for review and comment. The School will also provide the lease to the Authorizer for review and comment at the request of the Authorizer.

(b) Maintenance of Facilities and ADA Compliance. The School will be responsible for the maintenance of any facilities it leases in accordance with all Applicable Law, including ensuring compliance with all ADA accessibility requirements.

(c) Use of the Facility by the School. The School will use its designated facility for the sole purpose of operating a public school as authorized by this Agreement. The School will not conduct, nor will it permit, any activity on its premises that would threaten or endanger the health or safety of occupants.

(d) Inspections. The Authorizer will have access at all reasonable times to any facility leased or used in any way by the School, for purposes of inspection and review of the School's operation and to monitor the School's compliance with the terms of this Agreement.

7.12 Transportation. Transportation for students enrolled at the School will be provided in accordance with the Application Information and Applicable Law.

7.13 Health and Safety.

(a) School District Requirements. The School will comply with the same health and safety requirements as a school district and meet all requirements set forth in Applicable Law.

(b) Immunization. The School will comply with *Minnesota Statutes* §121A.15, requiring proof of student immunizations.

7.14 Human Rights. The School will comply with the Minnesota Human Rights Act, Chapter 363A, which prohibits unfair discriminatory practices in employment, public accommodations, public services, or education; and comply with *Minnesota Statutes* §121A.04, which governs provision of equal opportunities for members of both sexes to participate in athletic programs.

- 7.14 Student Dismissal. The School will comply with the Minnesota Pupil Fair Dismissal Act (MPFDA), *Minnesota Statutes* §§121A.40-56. The School Board shall maintain a disciplinary policy and procedure consistent with MPFDA prior to enrolling students.
- 7.15 Students with Disabilities. The School will comply with *Minnesota Statutes* §125A and §124E and applicable rules and Federal law relating to the education of pupils with a disability as though it was a school district. Consistent with the provisions of *Minnesota Statutes* §124E.21, the financial parameters within which the School will operate to provide the special education instruction and related services to pupils with disabilities will be based on the needs of the student as defined by the student’s evaluation and by the instruction and related services provided to the student as specified in the student’s individual education plan (IEP).
- 7.16 English Language Learners. The School will at all times comply with all Applicable Law regarding the education of English language learners, including but not limited to *Minnesota Statutes* § 124D.58-65 the Elementary and Secondary Education Act (ESEA), Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974 (EEOA). The School will provide resources and support to English language learners to enable them to acquire sufficient English language proficiency to participate in the mainstream English language instructional program. The School will employ and train teachers to provide appropriate services to English language learners, and will assure compliance with any and all requirements of Applicable Law regarding services to English language learners.
- 7.17 Insurance. Notwithstanding anything to the contrary in this Agreement, the School will be considered a school district for the purposes of tort liability under *Minnesota Statutes* §466. The School will acquire and keep in full force and effect the insurance coverage required by the Applicable Law. The Authorizer will be named as an additional insured on such policies. The School agrees to provide the Authorizer with certificates of insurance on an annual basis. The types and amounts of insurance held by the School are included as Attachment 6.
- 7.18 Compliance Agreement. Charter School Board members agree to comply with all Applicable Laws governing organizational, programmatic, and financial requirements applicable to charter schools. Signed agreements indicating each member’s agreement to comply are attached to this Agreement as Attachment 7.
- 7.19 Other Reports. The School and the Authorizer will file all reports with the Commissioner consistent with the procedures established by the Commissioner.

SECTION 8. AUTHORIZER’S DUTIES AND OVERSIGHT FEE

- 8.1 Oversight Plan. The Authorizer will implement a plan, outlined in Attachment 8 (“UST Accountability and Oversight System”), to provide ongoing oversight to determine whether the School is complying with the terms of this Agreement and to meet its responsibilities under the law regarding Authorizing. The Authorizer reserves the right to periodically update and replace its oversight tools in efforts to continuously improve its

practice. Updated tools will be available in the Authorizer’s Program Guide, updated annually.

8.2 Authorizer’s Duties. In order to address the provisions of Section 8.1 above, the Authorizer will use attachments from this contract, including the evaluation rubric included as part of Attachment 2 (“School Accountability System),” as oversight tools and plans. As noted above, the Authorizer reserves the right to periodically update and replace its oversight tools in efforts to continuously improve its practice. Updated tools will be available in the Authorizer’s Program Guide, updated annually. The formal written performance evaluation completed prior to contract renewal is included as Attachment 9 (“UST Evaluation”).

8.3 Authorizer Report to the Board. The Authorizer will annually provide the Charter School Board, in writing, the Authorizer’s evaluation of the School’s performance and how well the School is meeting the provisions of this contract.

8.4 Authorizer Oversight Fee. The School shall pay the Authorizer the following fee for Authorizing and overseeing the School:

(a) Fee. The School will pay the Authorizer the maximum fee allowed under the Charter Law during the term of this Agreement.

(b) Payment. The School will pay the fee described in Section 8.4(a) within 30 days of receipt of the Authorizer’s invoice.

8.5 Liaison. The Authorizer may designate a liaison for the School and will inform the School annually of the name of this person. The Authorizer will provide the School at least 30 days written notice of any change to the liaison.

8.6 Communication of Areas of Concern.

(a) Communication. It is the intent of the parties to address areas of concern in a non-adversarial process whenever possible. To that end, the parties agree to communicate areas of concern and to address those concerns in a professional manner.

(b) Feedback. The Authorizer will provide the Charter School Board feedback at least annually regarding the performance of the School. The primary feedback will be in the form of an annual evaluation consistent with the School’s Accountability System and the Authorizer Oversight Plan.

(c) Intervention. If the Authorizer has areas of concern regarding the performance of the School, the “Intervention Policy” as provided in Attachment 10 will be followed.

8.7 Tuition Remission Plan for Charter School Staff.

The Charter School will be provided with up to 36 graduate credit hours, of which the Authorizer will provide up to 12 credit hours of tuition remission, for graduate-level coursework in the School of Education, each year of this Contract. The Charter School will designate staff eligible to participate in this program subject to final approval from the

Authorizer under the terms of the then-existing program admission requirements. For each staff person approved by the Charter School to participate in this opportunity, the Charter School staff member will receive 1/3 tuition remission from the Authorizer, the Charter School staff member will pay 1/3 tuition, and the Charter School will pay 1/3 tuition for each course taken. Courses available are those offered at the graduate level, up to but not including Doctoral-level courses. The tuition rate used shall be the University of St. Thomas' then-prevailing rate assigned to the program in which the student is admitted as a graduate student, including both on- and off-campus programs. As the Authorizer, the University of St. Thomas does not require the School to avail itself of this benefit, nor does it require the staff of the Charter School to use St. Thomas for their graduate education as a condition of continued authorization of the School.

SECTION 9. NONRENEWAL OR TERMINATION BY AUTHORIZER FOR GOOD CAUSE

9.1 Grounds. The Authorizer may elect not to renew this Agreement at the end of the term, or may elect to terminate this Agreement at the end of the term, or may elect to terminate this Agreement during the term, for any of the following reasons or for other reasons stated in *Minnesota Statutes* §124E.10, Subd. 4(b):

- (a) The School's failure to meet the requirements for pupil performance contained in Section 3 of this Agreement;
- (b) The School's failure to meet generally accepted standards of fiscal management;
- (c) Violations of Applicable Law; or
- (d) Other good cause shown.

9.2 Nonrenewal or Termination Proceedings. The provisions of this subsection shall govern any nonrenewal or termination proceedings by the Authorizer so long as such provisions are not in conflict with the Charter Law or other Applicable Law. If any provision of this subsection conflicts with any provision of the Charter Law or other Applicable Law, or with any future amendment to such laws, then the provision of such Law shall prevail.

(a) Notice to School. If the Authorizer makes a preliminary decision to not renew or to terminate this Agreement, then the Authorizer will notify the School of the proposed action in writing, per Charter Law. Such written notice must be sent to the Chair of the Charter School Board and the Director of the School. The notice will state the grounds for the proposed action in reasonable detail. The notice will state that the Board may request, in writing, an informal hearing before the Authorizer as allowed by *Minnesota Statutes* §124E.10, Subd. 4.

(b) Board's Response. Within 15 business days of receipt of the notice of termination or non-renewal under Section 9.1, the Charter School Board may request an informal hearing before the Authorizer. Failure by the Charter School Board to make a written request for a hearing within the 15-business-day period will be treated as acquiescence to the proposed non-renewal or termination. If the Board requests an informal hearing, then

included with the request for an informal hearing, the Charter School Board will provide documentation or other evidence in writing to the Authorizer that addresses the issues raised in the notice for termination or non-renewal.

(c) Schedule for Hearing. Upon receipt of the request for an informal hearing before the Authorizer from the Charter School Board, the Authorizer will follow *Minnesota Statutes* §124E.10, Subd. 4 in providing notice to the Charter School Board of the hearing date.

(d) Hearing. The parties agree that the hearing will not be subject to the requirements of *Minnesota Statutes* §14. The hearing will be informal. Both the Charter School Board and the Authorizer may be represented by legal counsel.

(e) Authorizer Decision. In any nonrenewal proceedings, the Authorizer will take final action to renew or not renew this Agreement no later than 20 business days before the end date of this Agreement. In any termination proceedings, the Authorizer will take final action to terminate or not terminate this agreement no later than 20 business days before the proposed date of termination. The Authorizer will give notice of the final action, in writing, to the Board and will file a copy with the Commissioner.

9.3 Dissolution. If this Agreement is terminated or not renewed based on the criteria in Section 8.1, above, the School will be dissolved according to the applicable provisions of *Minnesota Statutes* Chapter 317A or 308A. The school will follow the School Closure Plan as provided in Attachment 11 to enact an efficient dissolution.

9.4 Distribution of Property Not Owned by School. In the event of dissolution of the School, all property that it might lease, borrow or contract for use, will be promptly returned to those organizations or individuals from which the School has leased or borrowed the materials.

9.5 Distribution of Property Owned by School. All property that has been purchased by the School will remain its own property. In the event of subsequent dissolution of the School, after all financial obligations are met, the property will be distributed to other charter schools consistent with the guidelines of the Commissioner.

9.6 Property Owned by Teachers or Staff. All property personally and/or individually owned by the trained and licensed teachers or staff employed by the School will be exempt from distribution of property and will remain the property of the individual teachers and staff. Such property includes, but is not limited to, albums, curriculum manuals, personal mementos and other materials or apparatus which have been personally financed by teachers or staff.

SECTION 10. MUTUAL AGREEMENT FOR NONRENEWAL OR TERMINATION

10.1 Non-Renewal. The Authorizer and Charter School Board may mutually agree to not renew this Agreement in accordance with the provisions of *Minnesota Statutes* §124E.10, Subd. 5, in which event the Authorizer and the School will jointly submit their intent in writing to the Commissioner no later than 90 days prior to the end date of the term of this Agreement. Nonrenewal by mutual agreement under this subsection is not an available

option if proceedings for a unilateral nonrenewal action by the Authorizer are commenced under Section 9 of this Agreement.

10.2 Termination. The Authorizer and the Charter School Board may mutually agree to terminate this Agreement during the term in accordance with the provisions of *Minnesota Statutes* §124E.10, Subd. 5, in which event the Authorizer and the School will jointly submit their intent in writing to the Commissioner no later than 90 days prior to the date of termination. Termination by mutual agreement under this section is not an available option if proceedings for a unilateral termination action by the authorizer are commenced under Section 9.

10.3 Information to New Authorizer. If a new Authorizer is approved by the Commissioner, the current Authorizer will provide the new Authorizer information about the fiscal, operational, and student performance of the School as required by *Minnesota Statutes* §124E.10 Subd.5.

SECTION 11. GENERAL TERMS.

11.1 Amendments. This Agreement may not be amended without a written agreement executed by both parties. If the authority of the School or Authorizer is altered by legislative act, this Agreement is automatically amended to reflect the change in law as of the effective date of such change.

11.2 Authorizer Authority. Except as otherwise provided by this Agreement or Applicable Law, the Authorizer has no authority, control, power, or administrative or financial responsibility over the School. This provision does not prohibit the parties from contracting for any services deemed appropriate in the future.

11.3 Exclusive Criteria for Authorizer Action. All decisions by the Authorizer concerning contract renewal, nonrenewal or transfer to a different authorizer, shall be made exclusively upon the criteria set forth in this Agreement, the Charter Law and other Applicable Law. Authorizer specifically agrees that it will not consider or be influenced by any past, present or potential future contracting relationships, or lack of such relationships, between Authorizer, its agents or employees, and School in any decision by Authorizer affecting this Contract, its renewal, nonrenewal or an extension thereof, or any decision affecting transfer to another authorizer.” The School agrees that its autonomy and obligations remain as set forth in this Agreement, Attachment 2 (“Accountability System”), and the Charter Law irrespective of any additional contracts or relationships that may exist with the Authorizer.

11.4 Liability and Indemnification. The School assumes full responsibility for its activities and operations. The School agrees not to sue the Authorizer or any of its affiliates, directors, officers, employees or representatives with respect to any matters that arise under this Agreement or relate in any way to the formation, performance, suspension, termination or nonrenewal of this Agreement. The Authorizer does not assume any obligation with respect to any director, officer, employee, representative, agent, parent, guardian, student or independent contractor of the School, and no such person shall have the right or standing to bring suit against the Authorizer or any of its affiliates, directors, officers, employees or

representatives with respect to any matters that arise under this Agreement or relate in any way to the formation, performance, suspension, termination or nonrenewal of this Agreement. The parties acknowledge and agree that the Commissioner, the Authorizer, members of the Authorizer's board in their official capacity, and employees of the Authorizer, are immune from civil and criminal liability with respect to all activities related to the School, pursuant to *Minnesota Statutes* §124E.09 and nothing in this Agreement is intended to limit or impair such immunity. The School agrees to indemnify, defend, and hold harmless the Authorizer and its affiliates, agents, directors, officers, employees and representatives from and against any and all third party claims, suits, demands, liabilities and expenses (including reasonable attorneys' fees) which arise out of or relate in any manner to this Agreement, the operation of the School, the failure of the School to perform its obligations under this Agreement or under Applicable Law, or reliance by the Authorizer on information supplied by the School or its representatives. This indemnification also applies to the commissioner and department officers, agents, and employees notwithstanding *Minnesota Statutes* §3.736. In the event of any litigation between the School and the Authorizer in which the Authorizer is the prevailing party, the Authorizer shall be entitled to recover from the School, to the extent permitted by Applicable Law, all costs of such litigation, including reasonable attorneys' fees.

11.5 Waiver. No waiver by either party or any breach of any covenant or provision of this Agreement will be deemed to be a waiver of any succeeding breach of the same or any other covenant or provision.

11.6 Severability. If any provision or provisions in this Agreement shall be held to be invalid, unenforceable or in conflict with Applicable Law, the validity, legality and enforceability of the remaining provisions shall not be affected or impaired thereby and will remain in full force and effect.

11.7 Survival of Provisions. The terms, provisions and representations contained in this Agreement that by their sense and context are intended to survive termination of this Agreement will survive.

11.8 Non-Agency. It is understood that the School is not the agent of the Authorizer.

DATED: 1/10/2023

University of St. Thomas, a Minnesota Higher Education Institution Authorizer

[AUTHORIZER] University of Saint Thomas, a Minnesota Higher Education Institution

By:

Robert K. Vischer

(Signature)

Robert K. Vischer

(Print Name)

President

(Title)

(Signature)

(Print Name)

(Title)

[SCHOOL] PiM Arts High School, a Minnesota charter school

By:

DocuSigned by:

Buck Campbell

(Signature)

Buck Campbell

(Print Name)

Buck Campbell

(Title)

DocuSigned by:

Matt McFarlane

(Signature)

Matt McFarlane

(Print Name)

Executive Director

(Title)

Attachment #1 – Application Information

Overview

Mission Statement:

The PiM Arts High School pursues artistic achievement and academic rigor for every learner.

Vision Statement:

Through a practice of creativity and collaboration, each student artist will enter the post-secondary world prepared to lead. Graduates of PiM Arts High School will have a full appreciation of the artistic process and understand how it applies to their lives universally. PiM Arts High School will empower our student artists with the education to positively impact the world.

Declaration of Primary and Secondary Purposes

The PiM Arts High School addresses the primary purpose of all charter schools, to improve pupil learning and student achievement and works to increase learning opportunities for all pupils as outlined in Minnesota Statutes 2021, sec.124E.01, subd.1.

Improve All Pupil Learning and All Student Achievement. PiM Arts High School improves pupil learning by providing students with a safe and inclusive environment with a strong focus on student learning and artistic growth. PiM Arts High School instituted student success meetings called Academic Success Plans, for students who demonstrate a failing grade in two or more classes for two weeks. These student success meetings include the educational team as well as parents and an administrator. Our students participate in a yearly arts jury process that provides students the opportunity for artistic feedback and guides individual learning and growth. We hear often from parents of students who have struggled to fit in at other schools how much their student is enjoying school. This is a product of the inclusive and welcoming culture we work to extend and maintain. We have added the “Ramp up for Readiness” curriculum to our advisory period for all students grades 9-12 and hope to see this impact our students’ performance in high school and beyond.

Increase Learning Opportunities For All Pupils. The secondary purpose of the PiM Arts High School is to increase learning opportunities for all pupils through rigorous academic coursework and unique artistic performance and studio experiences in Music, Theater, Dance, Media and Visual Arts. PiM Arts High School provides unique artistic learning opportunities not available in the traditional high school setting. In depth Music Theory combined with the opportunity to develop as a composer and creator take music students well beyond the traditional high school setting. Students engaging in dance at PiM Arts High School have the opportunity to take classes in modern and ballet technique and creation not available in any traditional high school in Minnesota. Theatre students take a much deeper look at craft and technique, paired with the opportunity to create, direct, and perform in meaningful performances. Visual Art students have access and opportunity to a wide range of classes from studio arts to screen printing and ceramics as well as digital

art applications. The depth of knowledge students get in their artistic area far exceeds state and national standard, and the time dedicated to artistic growth gives our students a clear advantage as they move on to their chosen post-secondary existence.

Scope of Program

Grades to be served: 9-12

Number of students served: The school currently serves 360 students.

Target population: PiM Arts HS is a public charter school that is open to all students within the state of Minnesota.

Location: 7255 Flying Cloud Drive Eden Prairie, MN 55344

School calendar: PiM Arts HS has a traditional school calendar on a 4x4 block schedule with a block 5 option for extracurricular opportunities in both academic and arts areas. The school calendar meets or exceeds the instructional program requirements of state statute.

Early Learning: N/A

Transportation: PiM Arts HS is located in the southwest metro and draws students from over 40 different school districts. Students have the option to ride school-provided bussing, Metro Transit, or provide their own transportation. The school provides four routes, and bussing spans from Shakopee to Maple Grove, and Chanhassen to Bloomington. Routes closely align with Metro Transit stops to increase the reach of existing transit stops. The school location in Eden Prairie is less than ¼ mile from the future southwest metro light rail stop where service is anticipated starting in 2027.

Description of Educational Model and Philosophy

Statement of Philosophy: PiM Arts High School, much like the mission states, believes in teaching every student, pursuing academic and artistic growth through their PiM career. The school's model is a traditional high school approach in a 4x4 block setting that offers students arts instruction at varied levels to foster growth and success, and development and various academic class levels that both support and challenge students. The school works to balance both aspects in every students' schedule in full support of the mission.

Description of Model: PiM Arts HS' course requirements and offerings support MN State standards, the Common Core ELA, and the National Common Core Standards in the Arts. Students earn one credit for one-quarter class. Students take four courses a day, per quarter. If students are in full attendance and complete each course successfully, they will have earned 64 credits; PiM requires students acquire 56 credits to graduate. Within those credits, students earn eight or more in Language Arts and Social Studies. Students earn six or more in Mathematics and Science. Students can earn the required Physical Education credit through a variety of dance

or Theatre Movement classes. To earn an Arts Endorsement- students earn 18 or more credits in their major. We offer two AP courses in each Academic area, an AP Music Theory class, and AP 2D/AP 3D as well as AP Art History in our Visual Arts program.

Description of Critical Programmatic Elements: PiM Arts HS' course requirements and offerings support MN State standards, the Common Core ELA, and the National Common Core Standards in the Arts. Students earn one credit for one-quarter class. Students take four courses a day, per quarter. If students are in full attendance and complete each course successfully, they will have earned 64 credits; PiM requires students acquire 56 credits to graduate. Within those credits, students earn eight or more in Language Arts and Social Studies. Students earn six or more in Mathematics and Science. Students can earn the required Physical Education credit through a variety of dance or Theatre Movement classes. To earn an Arts Endorsement- students earn 18 or more credits in their major. The school offers two AP courses in each Academic area, an AP Music Theory class, and AP 2D/AP 3D as well as AP Art History in Visual Arts program.

Arts Integration: One way the school engages artistic students is by providing art integration in the academic classes. The arts staff members have provided training for academic teachers in ways to integrate the arts in all classrooms using the arts to reinforce learning. Staff partners up in the year to continue to look over curriculum and find natural places to integrate the arts in the academic classroom.

Scheduling: PiM Arts High School follows a block schedule, which allows for a semester's worth of content to be covered in a single quarter. The longer classes work great for our music, theatre, and dance classes providing an appropriate amount of time to dig into material. Limiting the number of classes students take has been helpful in assisting students focus on assigned material. The block schedule also prepares students for longer class periods in college. The school works to provide each student a balance of arts and academics in their school day with the ideal being 2 blocks of academic classes and 2 blocks of arts classes every day.

Arts Capstone Project: Developed by the Arts staff to give students high-level expectation and authentic performance experience -All Capstone projects must have a clear proposal with tentative rehearsal calendar, artistic vision/statement to earn advisor approval. The school supports the capstone project through a capstone and portfolio class for seniors.

Arts Calendar: PiM Arts HS believes that consistent participation in artistic experiences is a key component in artistic growth. The school schedules Fall and Spring performances or galleries in each arts area. Music and dance concerts, a yearly musical, spring and fall play and galleries are important elements that create the rhythm for our artistic year. In addition, students present a monthly variety show and gallery called "NoShame" that has been a vital component for the artistic growth of students since the first NoShame in 2004.

Arts Juries: A yearly arts jury process is an innovative approach to individualized learning and intentionally aids students through personal growth in their artistic area. The jury is an opportunity for students to present their artistic efforts and get feedback from teachers and artists. The jury process has evolved over time to provide increasing support to the students as they take part in the arts jury process.

Academic Success Plan Meetings: The school believes in providing layers of academic/artistic support for students who may be struggling. For students who are failing two or more classes for two consecutive weeks, teachers of that student team with parents and administration to meet with the student to form a plan for success. The school has found these to be effective early interventions for students who did not currently have a 504 plan or IEP in place.

Advisory: PiM Arts HS holds a daily advisory period at the beginning of the day for 20 minutes. Advisory is an opportunity to connect with a consistent group of students and a consistent teacher throughout 4 years at PiM. Advisory includes academic check-ins, connection building activities, and time to work and organize for the day. The school revamped the advisory curriculum and has become a Ramp Up school. PiM has chosen to participate in a partnership with the University of Minnesota to help kids reach their highest potential. Ramp-Up to Readiness™ is a college preparedness program designed to help Minnesota middle and high school students succeed at the next level--whether they choose a four-year college or university, or a technical or community college.

Internship Program: PiM Arts HS' Arts Internship Program is available to seniors by application. The Arts Internship is geared toward emerging artists who have an interest and desire to explore pathways to careers in the arts. The Internship Coordinator pairs students with a professional in their chosen area. The student is required to complete a 30+ hour customized apprenticeship over the 8 week quarter. The internship develops the tools a serious artist will need to move forward in their chosen field—observing, training, and collaborating. Students gain invaluable experience, build their resume, and make connections to help bridge the gap between academic arts exploration and creating a viable, professional career.

Student Ambassador Program: Ambassadors are the first points of contact for prospective students and families who are considering PiM Arts High School. They are a school and community representative and are expected to show an exceptional level of maturity when speaking about the school, answering questions at events, and hosting prospective students. Ambassadors must be a Junior or Senior, have a cumulative GPA of 3.0 or higher, must have passed all Arts Juries, have auditioned OR participated in an evening performance, and must be in good attendance and behavioral standing. Being an Ambassador is a 12-month appointment and they may be asked to volunteer during the summer months. Ambassador responsibilities and opportunities will include the following:

- Host prospective students as they shadow during a school day
- Participate in monthly Saturday Arts Placement Workshops (8:45-12:00pm) for incoming students
- Participate in Freshman & New Student Orientations
- Change school sign to publicize school events and performances
- Greeters at Performances and NoShames
- Student representatives at Outreach and Fundraising Events (e.g., Spark the Arts, Support the Streets, Raspberry Festival, Recruitment Run-Outs, etc.)
- Develop and participate in at least one Community Service Activity
- 11th grade Ambassadors: Assist with Senior Reception & Graduation
- Other duties as assigned

School Field Trips: As part of our mission and vision to have full participation and engagement in the artistic community, the school annually arranges field trips for students to see professional productions or galleries in each performing art area.

Services for Special Populations

Special Education: PIM Arts High School has a continuum of services available to meet the needs of all students with disabilities who are eligible for and need special education and related services. All services are specifically suited to the individual student's need based on an educational evaluation and serviced through the Individual Education Program (IEP). Examples of services include: specialized instruction in reading, math, written language or organization; curriculum support and modification; consultation with general education teachers; cooperative efforts with family and community mental health agencies, etc.

In addition to special education teachers, other specialized staff (i.e. speech-language pathologist, occupational therapist, school psychologist, school social worker, etc.), may also provide necessary support services. The school's special education program is led by the Director of Special Education, IndigoEducation, and Site Director.

PiM follows the inclusion model when delivering special education services. Students receiving IEP service minutes in Language Arts and/or Math are routinely placed in the inclusive classroom environment. Features of the inclusive classroom are two licensed professional educators, one general education teacher and one special education teacher working together with mixed groups of general education and special education students. Other classroom environments feature general education teachers with paraprofessional support. Finally, the Learning Center/Testing Center is available to students on IEPs and 504s that need a space for small group testing and individual academic and behavioral support. Each of the four licensed special education teachers average 15 special education students on their caseloads.

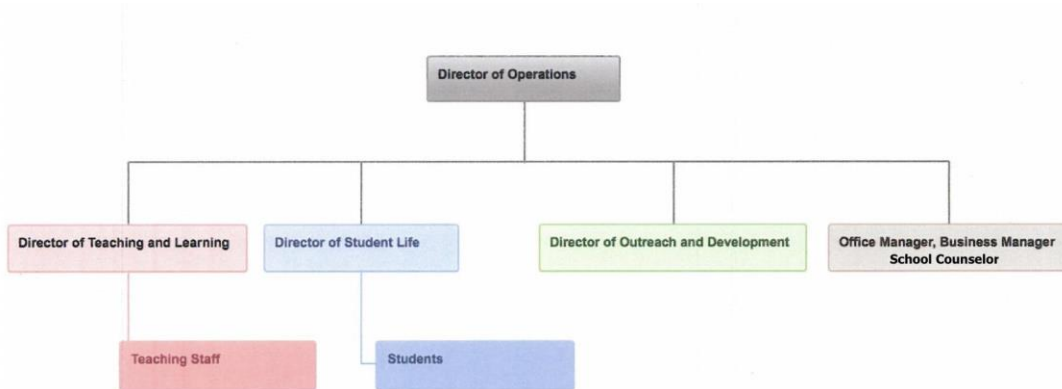
English Language Learners (ELL): While PIM Arts HS does not currently have any students that receive ELL services, the school has a process in place, which is overseen by the Director of Teaching and Learning. ELL students can be identified as potentially needing ELL services through information shared by their previous school, by parents, teachers, or administrators who interact with the student. Potential ELL students are screened using the MDE-approved WIDA screener. Students are tested to determine need, and students who qualify are offered ELL services through the school.

Gifted Students: While this school does not have a gifted and talented program, they do, however, have things in place to challenge these students and meet their unique needs. PiM Arts HS offers two Advanced Placement courses in all core academic areas and Advanced Placement in Music Theory and AP Two Dimensional and Three Dimensional Art. AP courses are available for students in grades 9-12. The school also provides bi-annual professional development to the staff in differentiated instruction with an emphasis on how to reach our gifted students in all classes. Another option for our identified gifted students is the opportunity to create and plan a Self-Directed Study of their choosing. These students may create the plan with a teacher in the content area they desire, submit an application and put forth the required amount of work and study as laid out in the plan and application to earn an elective credit.

Governance and Management Plan

PiM Arts HS board is composed of eleven members with a teacher majority in composition as indicated in the bylaws (section 1.5). The board includes at least one parent member and at least one community member per state statute. The board focuses on strategic direction, oversees the financial components, ensures a strong academic and artistic program, and ensures compliance from a policy standpoint. The most recent strategic plan was approved by the board in August of 2018. The school has achieved many of the goals outlined in this strategic plan related to facility and will be focusing on a new strategic plan that moves us forward as an organization. The board chair and executive director meet regularly to set meeting agendas and to discuss progress, while the board also oversees the evaluation of the executive director, which includes feedback from teachers, other administrators, and board members. Board members have completed appropriate initial and ongoing training in accordance with Minnesota State Statute throughout the contractual period, and the board has completed a yearly self-evaluation. The board's self-evaluation has been used to guide board operations. While not dictated by our bylaws, board committees generally include finance, development, academic success, and governance.

The administrative structure has evolved over the past four years from a single executive director to a team consisting of four members. The Executive Director is the lead administrator and reports directly to the Board of Directors. The Director of Teaching and Learning, Director of Student Life, and Director of Communications and Development report to the Executive Director. The Executive Director has finance and facility responsibility and oversees external contracts. The Executive Director also leads the administrative team in addition to providing oversight for The Business Manager, Office Manager and School Counselor. The teaching staff is observed and evaluated by the Director of Teaching and Learning. The Director of Student Life is the primary contact for student direction and discipline. The school's special education director is from Indigo Special Education Services and is coordinated by the Site Director.



Educational Service Provider

N/A - The school does not contract with an educational service provider.

Attachment #2 – School Accountability System

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. In keeping with the primary purpose of charter schools under *Minnesota Statutes* §124E.01, Subd. 1, improving all pupil learning and all student achievement as measured by the Academic Performance indicators will be the most important factor in determining contract renewal. The School's success in meeting the additional statutory purposes identified by the School will be considered as secondary factors.

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 the Annual Report and additional reports as described in the Oversight System section. Failure to provide adequate information to allow the goals to be scored will result in a score of 1, does not meet standard.

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, compliance indicators cannot exceed standard:

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

The St. Thomas (UST) 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. In order to be considered for expansion without submission of additional compelling data, schools must have scored an average of 3.0 or greater on Academic Performance indicators over the past three years while demonstrating strength across both qualitative and quantitative indicators.

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 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 publicly 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 during contract negotiation 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:

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

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 academic performance at the charter school. Many measures are aligned to the state's World's Best Workforce Priorities. The measures used to understand academic performance include:

- Preschool/Prekindergarten student school readiness
- Students reading well by 3rd Grade
- 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 or Virtual Comparison School

Several academic performance indicators involve the use of demographically similar comparison schools or a virtual demographically-matched comparison group. In an effort to be as clear and transparent as possible, the methodology for the selection of comparison schools is addressed below. The process for creating virtual comparison groups is run by the Minnesota Department of Education and is also provided below. Relevant measures will specify whether a virtual comparison group or demographic comparison schools are used; however, if under any circumstances the MN Department of Education ceases to produce or is unable to provide virtual comparison group data in the same or a similar manner, regular comparison schools will be used throughout all relevant measures.

Identification of Demographic Comparison Schools

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 percentage of students qualifying for free/reduced price lunch—to approximate poverty levels;
 - c. Schools within 5% of the authorized school's percentage of students receiving English Learner services; and

- d. Schools within 5% of the authorized school's percentage of students receiving special education services.
3. Schools of differing types than the authorized school are removed—to ensure 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. Matches do not seek to match the specific school model, type, or philosophy, as our expectation is that students can succeed in many school models and that any model selected should meet the needs of students.

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.

Description of Virtual Comparison School Process Executed by the Minnesota Department of Education:

To assess the relative performance of an individual charter LEA, for each student within a given charter, a student with similar characteristics (currently defined as matching in grade, gender, race/ethnicity, special education status, English learner status, and free and reduced-price meal eligibility) will be randomly drawn from a pool consisting of all Minnesota public school students not enrolled in the charter for which the comparison group is being created. Collectively, this comparison group can be thought of as a "virtual school" in the sense that it will include the same number of students, in the same grades, with the same demographic characteristics as the actual charter LEA to which it is being compared, thus more closely matching the student composition, and expected student performance, of the Charter than any one actual Minnesota school to which that Charter might be compared.

A unique virtual school will be created separately for each charter LEA. The performance of the students in this virtual school will then be calculated. To account for the possibility that a single iteration, or “run,” of this process may produce an atypical comparison group for a given charter LEA, the procedure will be repeated multiple times for each charter LEA, and the performance of the comparison virtual schools over those multiple runs will be averaged on each of the six High Quality Charter School measures. This virtual school creation process is repeated for each year of data included in the analysis.

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 a virtual comparison group or identified schools with comparable demographics (methodology for selection of comparison schools and information on virtual comparison groups 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 Progress

MCA data will be analyzed to determine whether students are maintaining or moving toward proficiency. Students should be maintaining at a proficient level from one year to the next or should be increasing their proficiency level.

MCA Progress Comparison Using Minnesota North Star System

Students in authorized schools should progress at the same or better rate as the state, resident district, and their comparable schools/virtual comparison group.

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. PiM Arts High elects to use the NWEA as its school-selected assessment.

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 fall and 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.

NWEA Progress

NWEA assessments will be administered in Fall and Spring and analyzed to determine whether students are maintaining or moving toward proficiency. Students should be maintaining at a proficient level from one year to the next or should be increasing their proficiency 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

UST 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.

PiM will utilize an assessment tool that will look at student postsecondary plans which will include continued study, work study, and artistic work. PiM will also assess each student's postsecondary readiness for their next step by collecting data from students, parents, and school staff.

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

The parties acknowledge that the Minnesota Charter School Law (124E) 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:

- Structures promoting strong 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 30th of each fiscal year; and
- Performance on key financial metrics that demonstrate the school's financial position.
- School ability to meet bond covenants

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 and would result in the school being placed on intervention.

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 students who qualify for special education services 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 for English Learner (EL) services 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 developed 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, program expansion, and to evaluate any charter school seeking a change of authorizer.

SECTION I – IS THE LEARNING PROGRAM A SUCCESS?

1.1 MCA Proficiency: Are students performing as well as or better than the state, the resident district, and virtual comparison group 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%	Reading Total:
	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%	Math Total:

1.1a Reading: _

1.1b 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

1.2 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.

1.2a Reading

1.2b Mathematics

1 = Does not meet standard the state average for that group.	Demographic group falls more than 10 percentage points below
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
Math Proficiency				
All		Included for information only	Included for information only	N/A – Included for information only.
Demographic Group 1			Included for information only	
Demographic Group 2 (add rows as needed)			Included for information only	

Average of math scores for each demographic group:

	Charter % Proficient	State % Proficient	% of Charter Student Population	Score
Reading Proficiency				

All		Included for information only	Included for information only	N/A – Included for information only.
Demographic Group 1			Included for information only	
Demographic Group 2 (add rows as needed)			Included for information only	
Average of reading scores for each demographic group:				
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 ‘MN Report Card’				

1.3 MCA Growth (Comparison Group): Are students making progress at the same or better rate as the state, resident district, and their virtual comparison group. Note that this measure uses the Minnesota Department of Education’s definition of growth as a student maintaining at a level above “Does Not Meet” or increasing their proficiency level on the MCAs from the most recent prior year of testing data to the current year of testing data.

1.3a Reading

1.3b 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 (see criteria for 1-4 above)	Weight	Points earned
Charter				
Average of virtual comparison group			37.5%	
Resident district			37.5%	
State			25%	
			100%	Reading Total:
	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%	Math Total:

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 website or school self-report if cell size is too small, Test data spreadsheets

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

1.5a Reading

1.5b Mathematics

PiM Arts High Elects to use the NWEA as its school-selected standardized 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%).

1.4a Reading: _____

1.4b Math: _____

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

Comments:

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

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

1.5a Reading

1.5b Mathematics

PiM Arts High Elects to use the NWEA as its school-selected standardized assessment.

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 a 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%).

1.5a Reading: _____

1.5b Math: _____

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

Comments:

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

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

1 = Does not meet standard	The school's graduation rate was below 75% and did not meet state targets.
2 = Approaching standard	The school's 4-year graduation rate was between 84.9% and 75% and/or did not meet state targets.
3 = Meets standard	The school's 4-year graduation rate was between 85% and 95% and met state graduation targets.
4 = Exceeds standard	The school's 4-year graduation rate was above 95% and met state targets for graduation.

Rating: _____

Comments:

Source: MDE Data Analytics Request

1.7 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.

Rating: _____

Comments:

Source: MDE Website

1.8 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.

1.8a: Reading

1.8b: 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.
1.8a: Reading: _____ 1.8b: Math: _____ Overall Rating: _____ Comments:	
Source: MDE website	

1.9 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.	
1.9a: Reading 1.9b: 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.
1.9a: Reading: _____ 1.9b: Math: _____ Overall Rating: _____ Comments:	
Source: MDE website	

1.10 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	

**1.11 Are students accepted to and enrolling in post-secondary programs at a high rate?
Note: Post-secondary programs can include training in the trades, vocational programs, and 2- and 4-year college programs.**

[NOTE: this is measured by a school survey 18 months after graduation and “trades” includes graduates with jobs in the performing arts.]

1 = Does not meet standard

- a. Less than 70% of students in the graduating class have been accepted into a post-secondary program
- b. Less than 50% of students in the graduating class have enrolled in a post-secondary program

2 = Approaching standard

- a. Between 70%-80% of students in the graduating class have been accepted into a post-secondary program
- b. Between 50%-60% of students in the graduating class have enrolled in a post-secondary program

3 = Meets standard

- a. Between 80%- 90% of students in the graduating class have been accepted into a post-secondary program
- b. Between 60%- 70% of students in the graduating class have enrolled in a post-secondary program

4 = Exceeds standard

- a. Over 90% of students in the graduating class have been accepted into a post-secondary program
- b. Over 70% of students in the graduating class have enrolled in a post-secondary program

1.11a: ____

1.11b: ____

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

Comments:

Source: MDE Sleds Data, School reported data

<p>1.12 Are students equitably accessing rigorous coursework (AP, IB, CIS, PSEO, Honors) at high rates?</p>
<p>1 = Does not meet standard</p> <ul style="list-style-type: none"> a. Less than 30% of all students accessed one or more rigorous courses in the past year. b. BIPOC students accessed rigorous courses at a rate more than 10 percentage points below the rate for their white peers. c.
<p>2 = Approaching standard</p> <ul style="list-style-type: none"> a. 30-45% of all students accessed one or more rigorous courses in the past year. b. BIPOC students accessed rigorous courses at a rate 5-10 percentage points below the rate for their white peers. c.
<p>3 = Meets standard</p> <ul style="list-style-type: none"> a. 45%- 60% of all students accessed one or more rigorous courses in the past year. b. BIPOC students access rigorous courses at roughly the same rate as their white peers.
<p>4 = Exceeds standard</p> <ul style="list-style-type: none"> a. Over 60% of all students accessed one or more rigorous courses in the past year. b. BIPOC students access rigorous courses at roughly the same rate as their white peers.
<p>1.12a: ____</p> <p>1.12b: ____</p> <p>Enter the overall score produced by the average of these two scores: _____</p> <p>Comments: In 2019 31% of students took AP courses, 4% took IB, 9% PSEO and 32% CIS</p>
<p>Source: MDE SLEDS Data, School Reported Data, Interview data</p>

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

2.1 Does the school have an active finance committee that meets regularly and reports to the full board?	
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.
Rating: _____	
Comments:	
Source: Monthly board packets; Site visits	

2.2 Does the board have a fund balance policy that includes fund balance goals over time?	
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.
Rating: _____	
Comments:	

Source: Monthly board packets; Board policy manual

2.3 Does the school have a clean audit with no major findings?

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”

Rating: _____

Comments:

Source: Annual financial audit

2.4 Does the school establish and maintain a balanced budget?

- Budget is approved and provided to UST before June 30;
 - Includes a cash flow projection for the year showing positive cash flow;
 - Is adjusted in a timely fashion when needed;
 - Meets established fund balance policy goals; and
 - Does not require major* program cuts)?
- *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.**

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
Rating: _____	
Comments:	
Source: Monthly board packets, UST site visits, UST meetings with business manager(s)	

2.5 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.)	
1 = Does not meet standard	Enrollment realization is less than 90%.
2 = Approaching standard	Enrollment realization is 90-95%.
3 = Meets standard	Enrollment realization is greater than 95%.
4 = Exceeds standard	NOT APPLICABLE
Rating: _____	
Comments:	
Source: Monthly board packets, UST site visits, UST meetings with business manager(s)	

2.6 Does the school have sufficient cash on hand to meet its near-term obligations?	
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 is meeting	The school maintains a minimum of 60 days cash on hand or the cash on hand requirements of its bond covenants, whichever is greater.
4 = Exceeds standard	NOT APPLICABLE
Rating: _____	
Comments:	

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

2.7 For established schools (in operation for at least 4 years) does the school have a sufficient fund balance?	
1 = Does not meet standard expenditures.	The school's fund balance is less than 10% of annual expenditures.
2 = Approaching standard expenditures.	The school's fund balance is between 10-15% of annual expenditures.
3 = Meets standard expenditures.	The school's fund balance is more than 15% of annual expenditures.
4 = Exceeds standard expenditures AND range.	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	

2.8 Is the school meeting bond covenants (if applicable)?	
1 = Does not meet standard	The school is not meeting one or more bond covenants.
2 = Approaching standard	The school is meeting all bond covenants in the current year, but has been out of compliance with one or more covenants in the past three years.
3 = Meets standard	The school has consistently met all bond covenants.
4 = Exceeds standard	Not Applicable

Rating: _____

Comments:

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

SECTION 3: IS THE ORGANIZATION EFFECTIVE AND WELL RUN?

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?	
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.
Rating: _____ Comments:	
Source: Monthly board packets, UST site visits, Statement of compliance sheet	

3.2 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, UST site visits	

3.3 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	

3.4 Does the school complete criminal background checks in accordance with MN Statute and UST 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
Rating: _____ Comments:	
Source: UST site visit, board chair interview, background check policy	

3.5 Is the school compliant with other applicable law? Note that this measure includes, but is not limited to:

- Meeting admissions and enrollment practice/policy requirements
- Meeting governance model requirements

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

Rating: _____
Comments:

Source: UST site visit, board chair interview, background check policy

3.6 Do all board members exhibit understanding of the role of the board and utilize nonprofit governance best practices including:

- Understanding of board and school leader roles (governance vs. management)
- Annual board self-evaluation
- Annual school-leader evaluation
- Annual approval of professional development plan for school leader (if applicable)
- Annual evaluation of Educational Service Provider (CMO/EMO) if applicable
- Orientation process for new members
- Regular Strategic planning (at least once every five years)

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, leader professional development plan approval (if applicable), 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 leader (and EMO/CMO if applicable) evaluation, annual approval of leader development plan (if applicable) 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
Rating: _____ Comments:	
Source: Site visits, ongoing correspondence, board minutes, interview with board chair	

3.7 Does the board regularly review, update, and approve its bylaws and policies such that they maintain compliance with state law and current best practices?	
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
Rating: _____ Comments:	
Source: Board minutes, board policies, Governance binder, UST site visit	

3.8 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 UST 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)	

3.9 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: UST site visits, Reference EL Packet, Formalized complaints at MDE, or Critical Elements review (SP-1)	

3.10 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: UST site visits, Reference: special education investigation search on MDE website and special education training materials; Special education director interview	

3.11 Does the school have a high attendance rate?	
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)	

3.12 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)
Rating: _____ Comments:	
Source: Annual report	

3.13 Does the school generally retain its students from October 1st through the close of the school year?	
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
Rating: _____ Comments:	
Source: Annual report, renewal application	

3.14 Does the school exhibit a high level of parent satisfaction?	
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 35%.
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 35%.
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 35%.
4 = Exceeds standard	At least 95% of parents surveyed indicated they are satisfied with the school and the school achieved a response rate greater than 35%.
Rating: _____	
Comments:	
Source: Annual report, School parent satisfaction survey--overall satisfaction indicator	

3.15 Is the school's physical plant safe and conducive to learning?	
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	

3.16 Does the school have appropriate structures in place to effectively identify and support students needing academic accommodations (either acceleration or remediation), mental health supports or other supports in a timely fashion?

1 = Does not meet standard

The school does not have adequate systems to identify students needing supports. When students are identified the systems in place move slowly, taking weeks or months to execute the eventual support. Communication within systems is poor and internal/external stakeholders (teachers, school staff, parents, students) do not always receive timely or adequate communication.

2 = Approaching standard

The school has systems to identify students needing supports, but they may not always work as designed. When students are identified the systems in place move at a moderate pace, taking several weeks to a month to execute the eventual support. Communication within systems is patchy and internal/external stakeholders (teachers, school staff, parents, students) receive communication, but it may not always be timely or adequate.

3 = Meets standard

The school has systems to identify students needing supports, which work reliably and are used regularly by individuals throughout the system (teachers, paraprofessionals, administrators, counselors, parents, etc.). When students are identified the systems in place move efficiently, taking days or weeks to execute the needed support. Communication within systems is reliable and internal/external stakeholders (teachers, school staff, parents, students) receive all necessary communication in a clear and timely fashion.

4 = Exceeds standard

The school has systems with built in redundancies (multiple opportunities for reporting) to identify students needing support. The systems work reliably and are used regularly by individuals throughout the system (teachers, paraprofessionals, administrators, counselors, parents, etc.). When students are identified the systems in place move efficiently, taking hours or days to execute the needed support unless mandated timelines are longer. Communication within systems is reliable and internal/external stakeholders (teachers, school staff, parents, students) receive all necessary communication in a clear and timely fashion.

Rating: _____

Comments:

Source: Site visits, ongoing correspondence, interviews

3.17 There are opportunities and structures in place for families to engage in their child’s education

[NOTE: Engagement is defined as school staff and families interacting to work toward the growth and betterment of their student]

1 = Does not meet standard

- a. The school does not have a plan to communicate academic performance and other pertinent school information, nor does the school have a formalized process to elicit feedback from families. Additionally, information is only communicated to families in one language.
- b. Less than 45% of families/guardians participated in any engagement opportunity.

2 = Approaching standard

- a. The school has a plan to communicate academic performance and other pertinent school information, however the implementation of this plan is inconsistent. Additionally, the school’s processes for eliciting feedback from families is still in its developing stages, and information is only communicated to families in one language.
- b. Between 45- 55% of families/guardians participated in an engagement opportunity.

3 = Meets standard

- a. The school has a comprehensive plan to communicate academic performance and other pertinent school information with families, which is consistently executed with fidelity. The school has a formalized process to elicit feedback from families. Additionally, information is communicated to families in multiple languages.
- b. Between 55- 65% of families/guardians participated in an engagement opportunity.

4 = Exceeds standard

- a. The school has a comprehensive plan to communicate academic performance and other pertinent school information with families, which is consistently executed with fidelity. The school has a formalized process to elicit feedback from families, and information is collected and utilized in a timely manner. Additionally, information is communicated to families in multiple languages, and families report feeling valued.
- b. More than 65% of families/guardians participated in an engagement opportunity.

Rating: _____

Comments:

Source: Site visits, ongoing correspondence, interviews, quarterly conferences, IEP meetings, academic support meetings, and survey responses, event attendance, administrative interactions, and contribution to the school in time or resources.

3.18 Is the school committed to anti-racism and equity by engaging in/ providing the following:

- **Representative/ Culturally relevant curriculum**
- **Specific staff/ board trainings**
- **Board and staff composition**
- **Opportunities for members of the school community to provide feedback on the school's diversity, equity, and inclusion practices and policies**

1 = Does not meet standard	Staff do not engage in cultural competency training. The board/ staff are not representative of the students the school serves and there is no plan to engage the school's broader community.
2 = Approaching standard	Staff/ Board members inconsistently engage in cultural competency training. The school is committed to recruiting staff/ board members who are representative of their school's community as evident by recruitment practices.
3 = Meets standard	Students/ families of all backgrounds report that the school feels welcoming and accepting. Staff/ Board members regularly engage in cultural competency training, and equity is included in the school's strategic plan. The school routinely engages the school's broader community, as evidenced by staff/ board composition. And the school utilizes a curriculum that is not only representative of the student's it serves; it also represents a multitude of backgrounds and perspectives.
4 = Exceeds standard	NOT APPLICABLE

Rating: ____

Comments:

Source: Site visits, ongoing correspondence, interviews

3.19 Is the school committed to creating a welcoming and inclusive environment that is open to all students? This is evidenced by the following:

- **Marketing/outreach targets socioeconomically and racially diverse populations**
- **Materials available in multiple languages**
- **Robust EL/ SPED Programming**

<ul style="list-style-type: none"> ● Enacting policies that reduce enrollment barriers 	
1 = Does not meet standard	The school’s marketing strategy marginalizes or ignores students from diverse backgrounds and/or those who are low income. Materials are only available in English. The school has an undeveloped EL or SPED program. Additionally, school policies and practices are not transparent and/or result in accessibility barriers for low income students and students of color.
2 = Approaching standard	The school’s marketing strategy includes a plan to recruit students from diverse backgrounds and/or those who are low income. However, materials are only available in English. The school has an underdeveloped EL or SPED program. School policies and practices are generally transparent and do not create accessibility barriers for low income students or students of color.
3 = Meets standard	The school’s marketing strategy includes an actionable plan to recruit students from diverse backgrounds and/or those who are low income. The plan is actively utilized. Materials are available in multiple languages and the school has robust EL and SPED programs. Additionally, school policies and practices are clear, transparent, and do not have negative impacts on low income students or students of color.
4 = Exceeds standard	NOT APPLICABLE
Rating: ____	
Comments:	
Source: Site visits, ongoing correspondence, interviews	

Attachment #3 – Articles of Incorporation

Apr. 14. 2005 11:51AM
FROM [REDACTED]

No. 5933 P. 2
(FBI) 7 18 09 17:11/ET 17:11/NO. 4362016003 P. 2

ARTICLES OF INCORPORATION OF Main Street School of Performing Arts

I, the undersigned, of full age, for the purpose of forming a corporation under the provisions of Minnesota Statutes, Chapter 317A, do hereby form a body corporate and adopt the following Articles of Incorporation.

ARTICLE I

The name of this corporation shall be:
Main Street School of Performing Arts

ARTICLE II

This corporation is organized and shall be operated exclusively for charitable and educational purposes, more specifically to operate a charter school providing arts infused education to high school students in the Twin Cities area of Minnesota. In furtherance of its purposes, this corporation may engage in, advance, promote, support and administer educational activities and projects of every kind and nature whatsoever in its own behalf or as the agent, trustee or representative of others. All the powers of this corporation shall be exercised only so that this corporation's operations shall be exclusively within the contemplation of Section 501(c)(3) of the Internal Revenue Code. All references in these Articles of Incorporation to sections of the Internal Revenue Code are to the Internal Revenue Code of 1986 and include any provisions thereof adopted by future amendments thereto and any cognate provisions in future Internal Revenue Codes to the extent such provisions are applicable to this corporation.

ARTICLE III

This corporation shall not afford pecuniary gain, incidentally or otherwise, to its members. No part of the net income or net earnings of this corporation shall inure to the benefit of any member, private shareholder or individual. Except as permitted by Minnesota Statutes, Section 317A.501, this corporation shall not lend any of its assets to or guarantee the obligation of any officer, director or employee of this corporation, or a member of the family of such a person. Nothing herein shall be construed to establish or prohibit the payment of reasonable compensation to any person for services actually rendered by such person to this corporation.

ARTICLE VI

The registered office of this corporation shall be located at 1111 Main Street, Hopkins, MN 55343.

ARTICLE VII

This corporation shall not have members with voting rights. The Board of Directors may establish one or more classes of non-voting members upon such conditions and terms as it from time to time deems appropriate.

ARTICLE VIII

The management and direction of the business of this corporation shall be vested in a Board of Directors. The number, term of office, powers, authority and duties of members of the Board of Directors, the time and place of their meetings, and such other regulations with respect to them as are not inconsistent with the express provisions of these Articles of Incorporation shall be as specified from time to time in the Bylaws of this corporation. Any action required or permitted to be taken at a meeting of the Board of Directors may be taken by written action signed by the number of directors that would be required to take the same action at a meeting of the Board of Directors at which all directors were present. All directors shall be notified immediately of the text and effective date of any such written action that is duly taken.

ARTICLE IX

The first Board of Directors shall have five (5) members, each of whom shall serve until the first annual meeting of the Board of Directors and until his or her successor

has been elected and qualified as provided in the Bylaws of this corporation. The names of each such director are as follows:

Steve Barbario
Sandy Boren-Barrett
Karie Leo
Ted Sauer
Donna Leviton

ARTICLE X

This corporation shall have no capital stock.

ARTICLE XI

The members, incorporator, directors and officers of this corporation shall not be personally liable for the debts or obligations of this corporation of any nature whatsoever, nor shall any of the property of the members, incorporator, directors or officers be subject to the payment of the debts or obligations of this corporation to any extent whatsoever.

ARTICLE XII

These Articles of Incorporation may be amended from time to time in the manner provided by law.

ARTICLE XIII

This corporation may be dissolved in accordance with the laws of the State of Minnesota. In the event of the dissolution of this corporation any surplus property remaining after the payment of its debts shall be disposed of by transfer to one or more corporations, associations, institutions, trusts or foundations organized and operated for one or more of the purposes of this corporation, and described in Section 501(c)(3) of the Internal Revenue Code, or to the State of Minnesota or any political subdivision or agency thereof for exclusively public purposes, in such proportions as the Board of Directors of this corporation shall determine. Notwithstanding any provision herein to the contrary, nothing herein shall be construed to affect the disposition of property and assets held by this corporation upon trust or other condition, or subject to any executory or special limitation, and such property, upon dissolution of this corporation, shall be transferred in accordance with the trust, condition or limitation imposed with respect to it.

ARTICLE XIV

The name and address of the incorporator are:

Steve Barberio
1111 Main Street
Hopkins, MN 55343

IN WITNESS WHEREOF, I have hereunto set my hand this 30th day of
June, 2003.



MC-996215.04

Attachment #4 – Bylaws

PIM ARTS HIGH SCHOOL BOARD OF DIRECTORS OFFICIAL BYLAWS

Adopted July 18, 2003

Revised August 23, 2022

Section 1.1 Board Composition and Election. The Board of Directors of this corporation shall consist of eleven (11) non-related directors. Six (6) of the directors shall be licensed teachers employed as teachers by the school. The remaining five (5) directors shall be split between parents and/or legal guardians of children enrolled in the school and community members, including a minimum of one in each category in compliance with Minnesota Statutes 124E.07. Community members shall not be a parent or teacher and shall not be related to an employee of the school. The Board will have a majority of licensed teachers employed by the school. Consistent with the requirements of Minnesota Statutes 124E, the Board may change its governance structure only:

(1) by a majority vote of the board of directors and a majority vote of the licensed teachers employed by the school as teachers, including licensed teachers providing instruction under a contract between the school and a cooperative; and

(2) with the authorizer's approval.

Elections shall happen in the month of May, with new members sworn in at the August Board Meeting. Staff members employed at the school, including teachers providing instruction under a contract with a cooperative, members of the board of directors, and all parents or legal guardians of children enrolled in the school are the voters eligible to elect the members of the school's board of directors. Eligible voters shall be notified of the school board election dates at least 30 days before the election.

Section 1.2 Terms. Except as otherwise provided in Section 1.1, each director of this corporation shall be elected to serve for a term of three years. The members of the Board of Directors shall be divided into three classes as nearly equal in numbers as possible, so that the terms of office of approximately half the members of the Board of Directors shall expire each year. A Director shall hold office for the term for which he or she was elected, and,

unless the Board of Directors has determined that a successor will not be elected, until his or her successor has been elected and has qualified, or until the director's prior death, resignation or removal.

Section 1.3 Removal, Resignation, Vacancies. Any director at any time may be removed with or without cause by the Board of Directors. Any director may resign at any time by giving written notice to the President or the Secretary. The resignation shall be effective without acceptance when the notice is received by the President or the Secretary, unless a later acceptance date is specified in the notice. Any vacancy resulting from an increase in the number of members of the Board of Directors may be filled by a person elected by the Board of Directors for a term of office until the next annual meeting for electing directors unless the Board of Directors designates a shorter term of office.

Section 1.4 Honorary Directors. The Board of Directors may, from time to time, elect one or more honorary directors of this corporation who shall be advisory members of this corporation. Any such election shall be for such term and based on such criteria as the Board of Directors from time to time deems appropriate. All honorary directors shall be non-voting directors of this corporation.

Section 1.5 Teachers as Directors. By completion of the third year of operation of the school, a majority of the Board of Directors shall be composed of licensed teachers employed at the School.

Section 1.6 Term Limitations. No Director shall serve more than three consecutive terms as a member of the Board of Directors. A Director elected to fill a vacancy shall not have the vacant term count against the three consecutive term limitation.

Section 2.1 Annual Meeting. The annual meeting of the Board of Directors for the purpose of electing officers and transcending such other business as may properly come before the meeting shall be held each year at the time and place, within or without the State of Minnesota, designated from time to time by the Board of Directors.

Section 2.2 Other Meetings. Other meetings of the Board of Directors may be held at such time and place as are announced at a previous meeting of the Board of Directors. Meetings of the Board of Directors may also be called at any time (a) by the President, (b) by the Board of

Directors, or (c) by written request of two or more members of the Board of Directors. Anyone entitled to call a meeting of the Board of Directors may make a written request to the Secretary to call the meeting, and the Secretary shall give notice of the meeting, setting the time and place thereof, to be held between two and thirty days after receiving the request. If the Secretary fails to give notice of the meeting within seven days from the day on which the request was made, the person or persons who requested the meeting may fix the time and place and give notice in the manner hereinafter provided.

Section 2.3 Notice of Meetings. Notice of each meeting of the Board of Directors for which notice is required, and of each annual meeting, stating the time and place before the meeting, and of each annual meeting, stating the time and place before the meeting, or shall be mailed to each director at least five days before the meeting. All such notices not given in person shall be sent to the director at his or her postal or electronic address according to the latest available records of the corporation. Any director may waive notice of a meeting before, at, or after a meeting orally, in writing, by electronic communication or by attendance. Attendance at a meeting is deemed a waiver unless the director objects at the beginning of the meeting to the transaction of business because the meeting is not lawfully called or convened and the director does not participate in the meeting.

Section 2.4 Quorum and Voting. The presence of a majority of the members of the Board of Directors shall constitute a quorum at any meeting thereof, but the directors present at any meeting, although less than a quorum, may adjourn the meeting from time to time. If a quorum is present when a duly called meeting is convened, the directors present may continue to transact business until adjournment, even though the withdrawal of one or more directors leaves less than the number otherwise required for a quorum. At all meetings of the Board of Directors, each director shall be entitled to cast one vote on any question coming before the meeting. A majority vote of the directors present at any meeting, if there be a quorum, shall be sufficient to transact any business, unless a greater number of votes is required by law or these Bylaws. A director shall not appoint a proxy for himself or herself or vote by proxy at a meeting of the Board of Directors. For purposes of determining whether a director has met his or her fiduciary duties as a director, for no other purpose, a director who is present at a meeting of the Board of Directors when an action is approved by the Board of Directors is presumed to have assented to the action unless the director votes against the action or is prohibited from voting on the action.

2.6 Director Conflicts of Interest; Disclosure.

(a) No member of the board of directors, employee, officer, or agent of a charter school shall participate in selecting, awarding, or administering a contract if a conflict of interest exists. A conflict exists when:

- (1) the board member, employee, officer, or agent;
- (2) the immediate family of the board member, employee, officer, or agent;
- (3) the partner of the board member, employee, officer, or agent; or

(4) an organization that employs, or is about to employ any individual in clauses (1) to (3), has a financial or other interest in the entity with which the charter school is contracting. A violation of this prohibition renders the contract void.

(b) The conflict of interest provisions under this section do not apply to compensation paid to a teacher employed as a teacher by the charter school or a teacher who provides instructional services to the charter school through a cooperative formed under chapter 308A when the teacher also serves on the charter school board of directors.

(c) A charter school board member, employee, or officer is a local official for purposes of section [471.895](#) with regard to receipt of gifts as defined under section [10A.071, subdivision 1](#), paragraph (b). A board member, employee, or officer must not receive compensation from a group health insurance provider.

Section 2.7 Open Meetings. Meetings of the Board of Directors are subject to the open meeting laws of the State of Minnesota and must be conducted in accordance with chapter 13D of the Minnesota Statutes.

OFFICERS

Section 3.1 Designation and Term. The officers of this corporation shall be a President, one or more Vice Presidents, a Secretary, a Treasurer, and such other officers as the Board of Directors may from time to time designate. Officers shall be elected by the Board of Directors to serve for terms of one year and until their respective successors are elected and have qualified. Any officers may at any time be removed by the Board of Directors with or without cause. Any officer may resign at any time by giving written notice to the President or the Secretary. The resignation shall be effective without acceptance when the notice is received by the President or the Secretary, unless a later effective date is specified in the notice. The same person may hold

more than one office at the same time, except the offices of (a) President and Vice President, and (b) President and Secretary. The officers need not be directors of this corporation.

Section 3.2 President. The president shall be the chief executive officer of this corporation. He or she shall: (a) have general active management of the business of this corporation, (b) when present, preside at meetings of the Board of Directors, (c) see that orders and resolutions of the Board of Directors are carried into effect, (d) sign and deliver in the name of this corporation deeds, mortgages, bonds, contracts, or other instruments pertaining to the business of this corporation, except in cases which the authority to sign is required by law to be exercised by another person or is expressly delegated by the Articles of Incorporation, the Bylaws, or by the Board of Directors to another person, and (e) perform such other duties as are prescribed by the Board of Directors.

Section 3.3 Vice Presidents. One or more Vice Presidents may be elected by the Board of Directors. During the absence or disability of the President, it shall be the duty of the highest ranking Vice President who shall be present at the time and able to act, to perform the duties of the president. The determination of who is highest ranking of two or more persons holding the same office shall, in the absence of specific designation of order of rank by the Board of Directors, be made on the basis of the earliest date of election, or, in the event of simultaneous appointment or election, on the basis of the longest continuous service as an officer or director of this corporation.

Section 3.4 Secretary. The Secretary shall provide for the keeping of accurate minutes of all meetings of the Board of Directors and shall be responsible for the custody of the records, documents, and papers of this corporation. He or she shall provide for the keeping of proper records of all transactions of this corporation. He or she shall have and may exercise any and all other powers and duties pertaining by law, regulation or practice to the office of Secretary, or imposed by these Bylaws. He or she shall also perform such other duties as may be assigned to him or her from time to time by the President or the Board of Directors.

Section 3.5 Treasurer. The Treasurer shall perform or ensure the performance of the following duties: (a) keep accurate financial records of this corporation; (b) deposit money, drafts, and checks in the name of and to the credit of this corporation in the banks and depositories designated by the Board of Directors; (c) endorse for deposit notes, checks, and drafts received by this corporation as ordered by the Board of Directors, making proper vouchers for the deposit; (d) disburse corporate funds and issue checks and drafts in the name of the corporation, as ordered by the Board of Directors; (e) upon request, provide the President and the Board of Directors an account of transactions of this corporation and of the financial condition of this corporation; and (f) perform such other duties as are prescribed by the President or the Board of Directors.

Section 3.6 Additional powers. Any officer of this corporation, in addition to the powers conferred upon him or her by these Bylaws, shall have such powers and perform such additional duties as may be prescribed from time to time by the Board of Directors.

COMMITTEES

Section 4.1 Authority. The Board of Directors may, in resolutions adopted by a majority of the members of the Board of Directors, establish committees having the authority of the Board of Directors to the extent provided in such resolutions. Each such committee shall at all times be subject to the control and direction of the Board of Directors. Committee members, other than members of the Executive Committee, need not be directors.

Section 4.2 Executive Committee. The Board of Directors may designate an Executive Committee composed of at least three directors designated by the Board of Directors. The Executive Committee shall have the authority of the Board of Directors in the management of the business of this corporation in the interval between meetings of the Board of Directors, and the Executive Committee shall at all times be subject to the control and direction of the Board of Directors.

Section 4.3 Meetings and voting. Meetings of each committee shall be called and held in accordance with the provisions of Section 2.2 to 2.5 of these Bylaws as they apply to meetings of the Board of Directors.

INDEMNIFICATION

Section 5.1 Indemnification. This corporation shall indemnify its directors officers, committee members, and employees against such expenses and liabilities, in such manner, under such circumstances, and to such extent, as required or permitted by Minnesota Statutes, Section 317A.521, subd. 2, as amended from time to time, or as required by other provisions of law; provided, however, that no indemnification shall be made with respect to any claim, issue or matter as to which the person shall be adjudged to be liable to this corporation. In addition, no indemnification shall be made with respect to any claim for any damage caused by any violation of conflict of interest provisions in Minnesota Statutes 2021, section 124E.07, subdivision 3(b).

Section 5.2 Advances. This corporation shall advance expenses in such manner, under such circumstances, and to such extent, as required or permitted by Minnesota Statutes, Section 317A.521, subd. 3, as amended from time to time; provided, however, that this corporation shall not advance expenses incurred in defense of a claim brought by or in the right of this

corporation. The provisions of this Section are not intended to limit the ability of a person to receive advances as an insured under an insurance policy maintained by this corporation.

Section 5.3 Insurance. This corporation may purchase and maintain insurance on behalf of any person who is or was a director, officer, committee member, or employee against any liability asserted against and incurred by such person in or arising from such capacity, whether or not this corporation would otherwise be required to indemnify the person against the liability.

MISCELLANEOUS

Section 6.1 Fiscal year. Unless otherwise fixed by the Board of Directors, the fiscal year of this corporation shall begin on July 1st and end on the succeeding June 30th.

Section 6.2 Corporate seal. This corporation shall have no seal.

Section 6.3 Electronic communications. A conference among directors or committee members by any means of communication through which such persons may simultaneously see and hear each other during the conference is a meeting of the Board of Directors or committee, as the case may be, if the same notice is given of the conference as would be required for a meeting, and if the number of persons participating in the conference would be sufficient to constitute a quorum at a meeting. Participation in a meeting by that means constitutes presence in person at the meeting.

Section 6.4 Amendments. The Board of Directors may amend these Bylaws by adopting a resolution setting forth the amendment.

Section 6.5 Authority to borrow, encumber assets. No director, officer, agent or employee of this corporation shall have any power or authority to borrow money on its behalf, to pledge its credit or to mortgage or pledge its real or personal property except within the scope and to the extent of the authority delegated by resolutions adopted from time to time by the Board of Directors. Authority may be given by the Board of Directors for any of the above purposes and may be general or limited to specific instances.

Section 6.6 Execution of instruments. All deeds, mortgages, bonds, checks, contracts and other instruments pertaining to the business and affairs of this corporation shall be signed on behalf of this corporation by the President, or any Vice President, or by such other person or persons as may be designated from time to time by the Board of Directors.

Section 6.7 Deposit of funds. All funds of this corporation shall be deposited from time to time to the credit of this corporation in such banks, trust companies or other depositories as the Board of Directors may approve or designate, and all such funds shall be withdrawn only in the manner or manners authorized by the Board of Directors from time to time.

PiM Arts High School

WRITTEN ACTION OF THE BOARD OF DIRECTORS

The undersigned, being all of the directors of PiM Arts High School, a Minnesota non-profit corporation subject to Chapter 317A of the Minnesota Statutes (the "Corporation"), do hereby adopt in writing the following resolutions, effective as of November 24th, 2003:

RESOLVED, that the Corporation hereby adopts the following policy, which shall be called the "PiM Arts High School Student Non-Discrimination Policy":

"PiM Arts High School will admit students of any race, color, national or ethnic origin, creed, religion, sex, sexual orientation, status with regard to public assistance or disability to all the rights, privileges, programs and activities generally accorded or made available to students at PiM Arts High School, and PiM Arts High School does not discriminate on the basis of race, color, national or ethnic origin, creed, religion, sex, sexual orientation, status with regard to public assistance or disability in administration of its educational policies, admissions policies, scholarship and loans programs, and athletic and other school-administered programs."

FURTHER RESOLVED, that the officers of this Corporation are, and each of them acting alone is, hereby authorized for and on behalf of this Corporation, to execute and deliver all documents, instruments and agreements, and to take further actions, as they, or any of them, deem necessary or desirable to carry out the purposes of the foregoing resolution.

FURTHER RESOLVED, that this Written Action of the Board of Directors may be executed in one or more counterparts, each of which shall be deemed an original and all of which, when taken together, shall constitute one instrument.

IN WITNESS WHEREOF, this Written Action of the Board of Directors shall be effective as of the first date set forth above.

Attachment #5 –Admissions Policy and Procedures



Performing Institute of Minnesota

Adopted: June 2011

PiM Arts High School Policy 505

Revised: August 23, 2022

505 Admissions Policy

I. PURPOSE

The purpose of this policy is to explain the application and enrollment process at PiM Arts High School so that families will have information to make decisions regarding their children's school attendance.

II. POLICY STATEMENT

This policy establishes guidelines for admission into PiM Arts High School that are consistent with the admission requirements of Minnesota Statutes §124E and other applicable laws.

III. GENERAL ENROLLMENT PROVISIONS

- PiM Arts High School is a public school and pursuant to state law, must enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of the program, class, arts area, or grade level. When that occurs, students will be accepted and admitted as further described in section IV.
- Before admitting a student on the lottery list, PiM Arts High School shall give preference for enrollment to siblings of an enrolled student and to a foster child of that pupil's parents.
- Before accepting students on the lottery list, PiM Arts High School will give preference to enrolling children of the school's staff before accepting other pupils by lot.
- PiM Arts High School shall not discriminate against any student based on race, color, ethnicity, sex, age, national origin, ancestry, religion or creed, status with regard to public assistance, sexual orientation, disability, intellectual ability, prior measures of achievement or aptitude, athletic ability, or for any other basis that would be unlawful for a public or charter school.

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

IV.

F. Notwithstanding any other provision of this policy to the contrary, in compliance with the requirements of the Minnesota Department of Education and with the 2011 settlement agreement in *ACLU v. TIZA, et al.* litigation, PiM Arts High School shall not select students based on religious preference.

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

APPLICATION AND ENROLLMENT PROCEDURES

- Interested families will submit applications up until the lottery application deadline established each calendar year.
- Acceptance of applications for any given school year will begin after the first day of classes during the prior school year with the enrollment period ending the second Friday in January of that prior school year.
- Once the application period is closed, if there are more applicants than spots available, all timely applications will be included in a computer-generated random lottery which preferences first the siblings of currently enrolled students, and second the children of staff members.
 - This lottery will be held no later than the first Monday after the student application deadline.
 - Written notice of the date of the lottery is included on the enrollment application form, communicated in letter form to current families, and posted on the school's calendar and website.
- In regards to any student that enrolls after the enrollment period, if there are more applicants than spots available, these students will be added to the rolling waitlist and

added to the program on a first come, first served basis, with preferences given first to siblings of currently enrolled students and second the children of staff members.

LOTTERY

- A "sibling" is defined as a student applicant who is related to an enrolled student with the same father and/or mother either (1) genetically, or (2) through legal process, i.e., adoption, guardianship, or foster parent. Sibling preference does not apply until one of the siblings is actually enrolled.
- Once all sibling applicants and children of school staff have been placed, other applicants will be offered enrollment in their order on the non-preferential applicant waiting list determined by lottery.
- If any student, whether enrolled or on the waiting list, cancels their application or withdraws from PiM Arts High School, they shall lose their place. If they later re-apply, they shall be treated as a new applicant.
- All applicants still on a waiting list at the beginning of the next enrollment period must submit a new application for enrollment and will be subject to the enrollment process described above. The waiting lists do not carry over from year to year.

This policy was adopted from a Booth & Lavorato LLC policy that is copyrighted by Booth & Lavorato LLC and was used with permission. 2013o

Attachment #6 – Insurance Coverage Types and Amounts

The school shall maintain the types and amounts of insurance required by the applicable tort liability limits under Minnesota Statutes Chapter 466, the relevant portion of which is cited below:

466.04 MAXIMUM LIABILITY.

Subdivision 1.Limits; punitive damages.

(a) Liability of any municipality on any claim within the scope of sections 466.01 to 466.15 shall not exceed:

(1) \$300,000 when the claim is one for death by wrongful act or omission and \$300,000 to any claimant in any other case, for claims arising before January 1, 2008;

(2) \$400,000 when the claim is one for death by wrongful act or omission and \$400,000 to any claimant in any other case, for claims arising on or after January 1, 2008, and before July 1, 2009;

(3) \$500,000 when the claim is one for death by wrongful act or omission and \$500,000 to any claimant in any other case, for claims arising on or after July 1, 2009;

(4) \$750,000 for any number of claims arising out of a single occurrence, for claims arising on or after January 1, 1998, and before January 1, 2000;

(5) \$1,000,000 for any number of claims arising out of a single occurrence, for claims arising on or after January 1, 2000, and before January 1, 2008;

(6) \$1,200,000 for any number of claims arising out of a single occurrence, for claims arising on or after January 1, 2008, and before July 1, 2009;

(7) \$1,500,000 for any number of claims arising out of a single occurrence, for claims arising on or after July 1, 2009;

(8) twice the limits provided in clauses (1) to (7) when the claim arises out of the release or threatened release of a hazardous substance, whether the claim is brought under sections 115B.01 to 115B.15 or under any other law; or

(9) \$1,000,000 for any number of claims arising out of a single occurrence, if the claim involves a nonprofit organization engaged in or administering outdoor recreational activities funded in whole or in part by a municipality or operating under the authorization of a permit issued by a municipality.

(b) No award for damages on any such claim shall include punitive damages.

Subd. 1a.Officers and employees.

The liability of an officer or an employee of any municipality for a tort arising out of an alleged act or omission occurring in the performance of duty shall not exceed the limits set forth in subdivision 1, unless the officer or employee provides professional services and also is employed in the profession for compensation by a person or persons other than the municipality.

Subd. 1b.Total claim.

The total liability of the municipality on a claim against it and against its officers or employees arising out of a single occurrence shall not exceed the limits set forth in subdivision 1.

Subd. 2.Inclusions.

The limitation imposed by this section on individual claimants includes damages claimed for loss of services or loss of support arising out of the same tort.

§

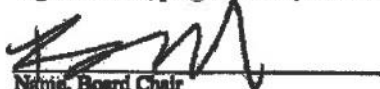
Subd. 3.Disposition of multiple claims.

Where the amount awarded to or settled upon multiple claimants exceeds the applicable limit under subdivision 1, paragraph (a), clauses (4) to (9), any party may apply to any district court to apportion to each claimant a proper share of the total amount limited by subdivision 1. The share apportioned each claimant shall be in the proportion that the ratio of the award or settlement made to each bears to the aggregate awards and settlements for all claims arising out of the occurrence.


Attachment #7 – Compliance Agreement

Compliance Agreement

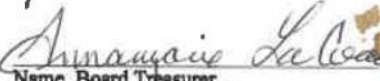
The FIM Arts HS School Board will comply with all state and federal laws governing organizational, programmatic, and financial requirements applicable to charter schools.


Name, Board Chair

Buck Campbell


Name, Board Secretary

Rebecca Johannsen


Name, Board Treasurer

Ann LaCourse


Name, Board Member

Melissa Peterson


Name, Board Member


Name, Board Member


Name, Board Member


Paul Johnson


Name, Board Member

Steve Mollick


Name, Board Member

Chris Mortika


Name, Board Member

Roxanne Wolfe


Name, Board Member

Mike Rice

Attachment #8 –University of St. Thomas Accountability and Oversight System

Additional detail on the Accountability and Oversight Systems employed by the University of St. Thomas can be found in the Charter School Authorizing Program Manual included as a part of the Approved Authorizing Plan on file with MDE.

ACCOUNTABILITY SYSTEM

The University of St. Thomas (UST) 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, UST 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 contracts and Minnesota statute. This collective body of evidence will also form the basis for contract renewal decisions.

UST 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. UST will report findings to the school's leader and board and encourage constructive dialogue on continuous improvement efforts.

The specific Accountability System for this school is presented in Attachment 2 of the contract and is comprised of two sections, the Evaluation Framework and the Evaluation Rubric.

Pre-Operational Schools

New schools in their pre-operational year are subject to a detailed Ready-to-Open (RTO) Process. UST 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, UST 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.

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 benchmark areas are as follows:

- Enrollment
- Contract with UST
- Board Governance
- School site
- Funding
- Learning Program Elements
- Student Transportation

- Staffing

A charter school's ability to successfully fulfill the three primary components of its contractual agreement with UST – 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, UST has organized a charter school's start-up year into a calendar and Ready-to-Open Checklist. Progress and completion of Ready-to-Open Checklist items will be reviewed regularly through the Pre-Operational Oversight process outlined in the UST Charter School Authorizing Program Manual and culminate with a Ready-to-Open meeting and the final decision regarding readiness to open.

OVERSIGHT SYSTEM

Reporting

The reporting requirements for UST authorized schools is articulated in Section 7.6 of the Charter Contract, which states, "The school will file reports, including the annual report identified in section 3.5(e) with the authorizer regarding the implementation efforts and outcomes of the school program. These reports shall encompass operational, governance, financial, compliance, and academic elements—including those elements related to achievement of the primary and additional statutory purposes of the school. As such, UST authorized charter schools will provide Annual and Additional Reports to UST, the contents of which are aligned with our accountability system and enumerated in the current year's Annual Reporting Guidelines document, provided to the schools on a yearly basis. Our intention is to ask only for necessary information that will be reviewed and used to instruct oversight. Written feedback is provided in response to each report. UST'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.

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, student attrition, governance and management, staffing, finances, academic performance, innovative practices and implementation, and future plans. A charter school may combine this report with the reporting required under section 120B.11 governing the world's best workforce. A charter school must post the annual report on the school's official website. A charter school also must distribute the annual report by publication, mail, or electronic means to its authorizer, school employees, and parents and legal guardians of students enrolled in the charter school. The reports are public data under Chapter 13."

Reports are designed to ensure prudent authorizer oversight without overburdening school leaders and to provide important information to school stakeholders. Each UST-authorized

charter school will self-report on its goals and outcomes in the Annual Report. Additionally, UST requires that the Annual Report include additional elements as enumerated in the current year's Annual Reporting Guidelines document.

Site Visits

One of the most important ways UST gathers information about the schools it 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. UST 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, and will produce written and oral feedback to the school staff and board. UST will also make informal monitoring visits to schools for follow-up oversight, special events, and check-ins.

Formal Site Visit

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 typically conducted by a single UST staff member who interviews key stakeholders, conducts classroom observations, and attends a board meeting. Written feedback will be provided to the Board of Directors and school leadership.

End of Contract Term Site Visit

These 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. 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

UST 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 UST.

Attachment #9 – University of St. Thomas Evaluation



All for the Common Good™



NOTICE OF CONTRACT RENEWAL and RELEASE FROM LEVEL 1 INTERVENTION

March 28, 2022

Board of Directors
PIM Arts High School
7255 Flying Cloud Drive
Eden Prairie, MN 55344

Dear Board of Directors and Executive Director McFarlane:

This letter serves as a notice of charter contract renewal for PIM Arts High School. **The University of St. Thomas (UST) is extending a four (4) year contract renewal with an option for one year contract extension to PIM Arts High School. This renewal is the result of the school's performance in academics, finance and governance.** A one year extension will be granted if academic outcomes remain strong and math-specific benchmarks are met or exceeded. The draft of this contract contains these expectations and is attached for your review. We will work with you to make any necessary revisions and prepare a final contract for approval at your May board meeting.

Attached you will also find UST's evaluation of PIM Arts's performance for the most recent contract period (SY2017 - SY2022). The scores issued in the evaluation report are calculated using data collected in the school's application for renewal, annual reports and audits, authorizer site visits, financial statements, board packets and other documentation provided by the school throughout the contract period.

In order to assess the performance of the school, UST rates several indicators in three major categories: Academic Performance, Financial Viability, and Operational Aptitude. We have developed several key questions in each area and use an assessment system to determine the extent to which the school is meeting the expectations enumerated in the school's charter contract. The assessment system uses the following four-point rating scale:

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

UST expects the schools it authorizes to score at or above a 3.0, meets standard, in all areas of its accountability plan. Please keep in mind that an overall score of four is not possible as many compliance indicators are scored out of three. Below is a brief summary of the school's performance in the three major categories. Detailed feedback is included in the report.

Overall, UST believes PIM Arts High School (PIM) has an effective educational program and is meeting the needs of most students. Over the course of the contract, the school has demonstrated many academic, financial and governance strengths. UST also wants to highlight the evolution of

PIM over the last five years; PIM moved into a new facility and established additional program offerings. While this was challenging, the school community continually worked in support of the mission to offer quality opportunities for students to explore and pursue performing arts. Congratulations and thank you for your commitment to high quality education.

Academic Performance - Is this Learning Program a success?

SY2018 = 2.68 SY2019 = 3.01 SY2020 = 2.90 SY2021 = 2.79 SY2022 = 3.375

Overall Score: 2.95

PIM is highly committed to supporting students to have a full appreciation of the artistic process and understand how to apply it to artistic and non-artistic practices. State test data shows the school has had mixed academic results over the contract period. The school demonstrated healthy reading proficiency results, 70% in SY2018 and 64.79% in SY2019. However, math proficiency lagged at 29.2% in SY2018 and 29.22% in SY2019. When considering NWEA results, the school experienced strong reading performance when compared against national norms in reading; 88% of 10th graders and 83% of 9th graders in F2019 were at or above national median (50%). NWEA Math that same year showed 68.5% of 10th graders and 67.5% of 9th graders at or above national median (50%). Due to the school's ongoing challenges in Math, UST issued an intervention and the school has implemented multiple strategies for increasing math proficiency; progress is not apparent with the data that is available. Of note, the renewal comes at a time of less data than normal, the state did not offer assessments in SY20 and the school did not administer the NWEA assessment in Spring 2020, Fall 2020, or Spring 2021. In SY21, only 11 PIM students took state assessments making it difficult to ascertain whether results represented the full student body.

Overall, the school has a culture of academic achievement, a focus on artists, and a positive regard for the potential of each student, all visible in the actions taken by staff, teachers, and school leaders. Classroom observations coupled with interviews with school leadership, staff and teachers suggest that PIM students are engaged in learning and performance. While PIM has many academic strengths, UST would also like to encourage the school to view its math performance as an opportunity for improvement in the coming contract term. With this renewal and subsequent contract, the current intervention is removed, but the expected specific growth measures in math performance are articulated in the draft contract.

Financial Viability – Does the school exhibit strong fiscal health?

SY2018 = 2.88 SY2019 = 2.75 SY2020 = 3.0 SY2021 = 3.5 SY2022 = 3.375

Overall Score: 3.1

Over the course of the contract period, PIM has demonstrated a commitment to conservative budgeting, a productive relationship with its external financial management firm, growing enrollment, and effective financial practices. Based on observations, feedback and relevant documents, specific indicators of financial health include:

- PIM's enrollment has been consistent and near expectations the last five years.
- PIM has worked hard to achieve a strong fund balance. The school's audited fund balance for FY21 grew to 24.4%, above the target of 15%. The school anticipates a 20.8% fund balance and surplus of \$89,959 at the end of FY22.
- Over the contract term, PIM has received clean audits with limited deficiencies or issues of noncompliance.
- PIM has employed a conservative funding model in recent years and has strengthened its finance committee. In recent years, the school has paid an even closer attention to budgeting due to the impact of the new facility. Significant attention has also been directed towards long-term budgeting, strategic planning and sustainability.

Operational Aptitude - Is this organization effective and well run?

SY2018 = 3.03 SY2019 = 3.03 SY2020 = 3.2 SY2021 = 3.26 SY2022 = 3.33

Overall Score: 3.17

As illustrated in the annual evaluation rubrics, PIM is a well-run organization that continually seeks to improve in order to effectively serve its educational community – students, parents, teachers and staff. Examples of organizational strengths are highlighted below:

- PIM is led by a strong Executive Director and a leadership team committed to student success. Interviews and observations show the team has clearly defined responsibilities for operations, academic, and school culture.
- The board is committed to and exemplifies the characteristics of a compliant and healthy board. The newly elected board chair has embraced the role and is effectively leading the organization, and the treasurer leads the board's financial oversight with a keen eye on the school's fiscal health.
- Finally, due to attractive and accessible performance spaces in the new facility, the school has been able to establish partnerships with multiple arts organizations. This added activity in the facility raises the visibility of the school in the arts community, and supports the school's existing network of teachers/performers.

UST looks forward to following PIM's progress in the areas highlighted above.

Summary

Attached is a detailed rubric of our evaluation of PIM. We look forward to continuing a positive and productive relationship with the school for many years to come. The University of St. Thomas is very proud to have PIM Arts High School as part of its Charter School Network.

Sincerely,



David Hartman
Program Director, Charter School Authorizing
University of St. Thomas
612-670-7859
david.hartman@stthomas.edu
C.C.: Molly McGraw Healy, Director of UST Charter School Authorizing

PiM Arts High School School Performance Evaluation Rubric 2022

The University of St. Thomas has developed an assessment system that 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 included in the University of St. Thomas' Authorizing Accountability Framework.

This form will be used by raters to assess a school's Annual Report, as well as to give a quantitative rating for a school's Application for Contract Renewal. Additionally, this form is to be used by any charter school seeking Change of Authorizer Status.

This Performance Evaluation Form is used by each charter school to complete a self-assessment of their school program at the end of each school year as a part of their Annual Report. Additionally, each UST authorized school is to complete a self-assessment at the end of their contract period as part of their application for renewal. The UST Charter School Accountability Board will also use this form to assess the strength of each school's program, as documented in the school's Annual Report, and their Application for Renewal.

The assessment system uses a four-point scale:

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

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SECTION I – Is the Learning Program a success?

1.1 State Accountability System Goal: Students in all subgroups will meet proficiency targets set by the Minnesota Department of Education. This goal is only applicable to Title 1 Schools.	
1 = Does not meet standard or	Weighted percentage of subgroups achieving proficiency is less than equal to 50%.
2 = Approaching standard than	Weighted percentage of subgroups achieving proficiency is greater 50% but less than 65%.
3 = Meets standard and 80%.	Weighted percentage of subgroups achieving proficiency is between 65% and 80%.
4 = Exceeds standard 80%.	Weighted percentage of subgroups achieving proficiency is greater than 80%.

SY 2022: Rating: __NA__
Comments: Due to the state’s transition from NCLB to ESSA, this data is not available.
SY2021: Rating: __NA__
Comments: Due to the state’s transition from NCLB to ESSA, this data is not available.
SY2020: Rating: __NA__
Comments: Due to the state’s transition from NCLB to ESSA, this data is not available. (Annual Evaluation, July 2021)
SY2019: Rating: __NA__
Comments: Due to the state’s transition from NCLB to ESSA, this data is not available.(Annual Evaluation, July 2020)
SY2018: Rating: __NA__
Comments: Due to the state’s transition from NCLB to ESSA, this data is not available. (Annual Evaluation, July 2019)
Data Source: Annual Report, Minnesota Department of Education <i>School Report Card</i> , Test Data spreadsheets

<p>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? (Note: Statewide is weighted at one point, while resident district and comparable schools are at 1.5 points each. For this and all measures below, if analysis results in different scores for Reading and Math, report overall average for the measure, i.e., 2 for Reading and 3 for Math= 2.5, etc.)</p> <p>1.2a Reading</p> <p>1.2b Mathematics</p>						
1 = Does not meet standard More than 10 percentage points below comparison groups						
2 = Approaching standard 5-10 percentage points below comparison groups						
3 = Meets standard Within fewer than 5 percentage points of comparison groups						
4 = Exceeds standard Exceeds comparison group by more than 5 percentage points						
<i>Rating is determined by the following formula: Statewide Comparison Score (1-4) x 1 + Resident District Comparison Score (1-4) x 1.5 + Comparable School Score (1-4) x1.5 divided by 4 (Report final score to the tenths-place, i.e., 2.8, 3.2, etc.</i>						
SY 2022:						
Comments: Contract term history of academic proficiency (Meets/Exceeds) - While PiM started relatively even, it eventually outperformed the comparison, district, and state in reading. However, the school has significantly underperformed all three comparisons and not shown much progress with math proficiency over the contract term.						
<table border="1"> <tr> <td>Reading</td> <td>SY2018</td> <td>SY2019</td> <td>SY2020</td> <td>SY2021</td> <td>SY2022</td> </tr> </table>	Reading	SY2018	SY2019	SY2020	SY2021	SY2022
Reading	SY2018	SY2019	SY2020	SY2021	SY2022	

PiM Arts HS	70%	64.79%	N/A	85.7%	–
Comparison	61%	75.35%	N/A	59.56%	–
District	70.0%	71.08%	N/A	60.93%	–
State	59%	60.40%	N/A	60.93%	–

Math	SY2018	SY2019	SY2020	SY2021	SY2022
PiM Arts HS	29.2%	29.33%	N/A	36.5%	–
Comparison	42.93%	50.80%	N/A	76.28%	–
District	62.4%	61.95%	N/A	70.87%	–
State	47.1%	45.02%	N/A	58.29%	–

SY2021:

1.2a Reading: 4

1.2b Mathematics: 1

Enter the overall score produced by the average of these two scores: 2.5

Comments: In SY2021, 85.7% of PiM students (n = 7) were proficient in reading and 36.5% in math (n = 11).

Reading = $(4 \times 1) + (4 \times 1.5) + (4 \times 1.5) = 16/4$

Math = $(1 \times 1) + (1 \times 1.5) + (1 \times 1.5) = 4/4$

Reading

PiM	Comparison	District	State
85.7%	59.56%	60.93%	41.40%

Math

PiM	Comparison	District	State
36.5%	76.28%	70.87%	58.29%

While PiM outperformed the comparison, district, and state in reading, the school under performs all three comparisons and has not shown much progress with math proficiency over the contract term as the chart below illustrates:

	SY2017	SY2018	SY2019	SY2020	SY2021
PiM Arts High	33.3%	29.2%	29.3%	N/A	36.5%

On December 18, 2019, the University of St. Thomas placed PiM Arts High School on Intervention Level 1 (Notice of Concern). Part of this intervention required the school to submit a plan to UST, in the schools plan they stated that because students enter PiM coming with a wide variety of math experience, they have added both Intro to Math A and B as well as a foundations course. Additionally, the school had MCA math prep available for students who need extra support/ want to review additional skills before the MCA.

The University continues to monitor the school’s progress to this end. (Annual Evaluation July 2021)

SY2020:**1.2a Reading:** N/A ___**1.2b Mathematics:** ___ N/A ___**Enter the overall score produced by the average of these two scores:** N/A ___**Comments:** Due to the Covid-19 pandemic, the MCAs were not administered in SY2020. (Annual Evaluation, July 2021)**SY2019:****1.2a Reading:** 1.875 ___**1.2b Mathematics:** ___ 1 ___**Enter the overall score produced by the average of these two scores:** 1.4375 ___**Comments:** In the 2018-2019 year, 64.79% of PiM students were proficient in reading and 29.33% in math.Reading = $(3 \times 1) + (2 \times 1.5) + (1 \times 1.5) = 7.5/4$ Math = $(1 \times 1) + (1 \times 1.5) + (1 \times 1.5) = 4/4$ **Reading**

PiM	Comparison	District	State
64.79%	75.35%	71.08%	60.40%

Math

PiM	Comparison	District	State
29.33%	50.80%	61.95%	45.02%

While PiM outperforms the state and is within ten percentage points of the resident school district in reading, the school continues to struggle with math proficiency. The school continues to see a drop in math proficiency as the chart below illustrates:

	SY2015	SY2016	SY2017	SY2018	SY2019
PiM Arts High	38.1%	35.1%	33.3%	29.2%	29.3%

Because of this the University of St. Thomas placed PiM Arts High School on Intervention Level 1 (Notice of Concern). Part of this intervention required the school to submit a plan to UST, in the schools plan they stated that because students enter PiM coming with a wide variety of math experience, they have added both Intro to Math A and B as well as a foundations course.

Additionally, the school had MCA math prep available for students who need extra support/ want to review additional skills before the MCA.

The University will continue to monitor the school's progress to this end. (Annual Evaluation July 2020)

SY2018:**1.2a Reading:** ___ 3.625 ___**1.2b Mathematics:** ___ 1 ___**Enter the overall score produced by the average of these two scores:** ___ 2.31 ___

Comments: In SY2018, 70% of PiM students were proficient in reading and 29.2% in math.

Reading = $(4 \times 1) + (3 \times 1.5) + (4 \times 1.5) = 14.5/4$

Math = $(1 \times 1) + (1 \times 1.5) + (1 \times 1.5) = 4/4$

Reading

PiM	Comparison	District	State
70%	61%	70.0%	59%

Math

PiM	Comparison	District	State
29.2%	42.93%	62.4%	47.1%

While PiM outperforms the state and is within five percentage points of the resident school district in reading, the school continues to struggle with math proficiency. The school continues to see a drop in math proficiency as the chart below illustrates:

SY2018	SY2017	SY2016	SY2015
29.2%	33.3%	35.1%	38.1%

While interviews with the administrative team and math teachers demonstrate that PiM is aware of this challenge and is committed to improvement, students’ performance in math is a significant area of concern that UST will monitor closely. A continued downward trend could place the school on academic intervention.

The school continues to put in place structures to support students as well as improve instruction. PiM implemented new math courses (Intro to Math A and Intro to Math A) in SY2017 to provide additional support to students who are below grade level in math. Students who are in these classes now get math for a full year (A) or three quarters of the year (B). Additionally, PiM shifted the sequencing of math so students will have both Algebra and Geometry freshman and sophomore years, so that there is less loss of Algebra knowledge from freshman to junior year when they take Advanced Algebra. It is important to note that PiM is seeing initial results from these shifts in NWEA scores. (Annual Evaluation, July 2019)

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

1.3 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 score with a decimal, i.e., 2 for Reading and 3 for Math, = 2.5), etc.).

1.3a Reading

1.3b Mathematics

1 = Does not meet standard Low growth is more than 20 percent AND High growth is less 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
SY2022: Rating: __ N/A __	
Comments: MDE no longer calculates this data point.	
SY2021: Rating: __ N/A __	
Comments: MDE no longer calculates this data point.	
SY2020: __ N/A __	
Comments: MDE no longer calculates this data point.	
SY2019: __ N/A __	
Comments: MDE no longer calculates this data point.	
SY2018:	
1.3a Reading: __ 3 __	
1.3b Mathematics: __ 1 __	
Enter the overall score produced by the average of these two scores: __ 2 __	
Comments: SY2018 data shows: Math – 13.2% high growth and 47.2% low growth Reading – 32.7% high growth and 21.8% low growth	
As highlighted in 1.2, PiM students have higher growth in reading versus math. (Annual Evaluation, June 2020)	
Source: MCA data available on MDE website <u>or</u> school self report if cell size is too small, Test data spreadsheets	

1.4 MCA Growth (Comparison Groups): Are students making expected growth compared to the state, resident district, and comparable district schools? (Notes: Expected growth is achieved if students are proficient with medium or high growth or not proficient with high growth. Statewide is weighted at 1.0 point, while resident district and comparable schools are at 1.5 points each.)	
1.4a Reading	
1.4b Mathematics	
1 = Does not meet standard	More than 10 percentage points below comparison groups
2 = Approaching standard	5-10 percentage points below comparison groups
3 = Meets standard	Within fewer than 5 percentage points of comparison groups
4 = Exceeds standard	Exceeds comparison group by more than 5 percentage points
<i>Rating is determined by the following formula: Statewide Comparison Score (1-4) x 1; + Resident District Comparison Score (1-4) x 1.5; + Comparable School Score (1-4) x 1.5) divided by 4 (Report final score to the tenths-place, i.e., 2.8, 3.2, etc.</i>	

SY2022:

MDE no longer calculates this data point.

Contract term history of MCA Growth

Reading	SY2018	SY2019	SY2020	SY2021	SY2022
PiM Arts HS	57.5%	65.6%	N/A	–	–
Comparison	62.1%	49.8%	N/A	–	–
District	70%	66.9%	N/A	–	–
State	56.9%	55.8%	N/A	–	–

Math	SY2018	SY2019	SY2020	SY2021	SY2022
PiM Arts HS	30%	24.5%	N/A	–	–
Comparison	50.9%	47.6%	N/A	–	–
District	67.6%	64.8%	N/A	–	–
State	54.1%	51.5%	N/A	–	–

SY2021:

1.4a Reading: N/A

1.4b Mathematics: N/A

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

Comments: MDE no longer calculates this data point.

SY2020:

1.4a Reading: N/A

1.4b Mathematics: N/A

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

Comments: Due to the Covid-19 pandemic, the MCAs were not administered in SY2020. (Annual Evaluation, July 2021)

SY2019:

1.4a Reading: 3.625

1.4b Mathematics: 1

Enter the overall score produced by the average of these two scores: 2.3125

Comments: The percentage of PiM students making expected growth in math is 24.5% (down from 30% in SY18) and 57.5% in reading. PiM results are better than both the state and comparison schools in reading. In math, the school is well below the comparison schools, district and state.

Reading $(4 \times 1) + (3 \times 1.5) + (4 \times 1.5) = 14.5/4$

Math $(1 \times 1) + (1 \times 1.5) + (2 \times 1.5) = 4/4$

Reading

PiM	Comparison	District	State
65.5%	49.8%	66.9%	55.8%

Math

PiM	Comparison	District	State
24.5%	47.6%	64.8%	51.5%

(Annual Evaluation, July 2020)

SY2018:

1.4a Reading: 2.25

1.4b Mathematics: 1

Enter the overall score produced by the average of these two scores: 1.625

Comments: The percentage of PiM students making expected growth in math is 30% (down from 37% in SY17) and 57.5% in reading. PiM results are better than both the state and comparison schools in reading. In math, the school is well below the comparison schools, district and state.

Reading $(3 \times 1) + (1 \times 1.5) + (3 \times 1.5) = 9/4$

Math $(1 \times 1) + (1 \times 1.5) + (2 \times 1.5) = 4/4$

Reading

PiM	Comparison	District	State
57.5%	62.1%	70%	56.9%

Math

PiM	Comparison	District	State
30%	50.9%	67.6%	54.1%

(Annual Evaluation, July 2019)

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

1.5 Are students performing at or above the national median, as measured using standardized assessments (e.g. NWEA testing).

1.5a Reading

1.5b Mathematics

- 1 = Does not meet standard Assessments indicate that a minimal proportion of tested students performed at or above national median (less than 40%).
- 2 = Approaching standard Assessments indicate that an inadequate proportion of tested performed at or above national median (40%-49.9%).
- 3 = Meets standard Assessments indicate that an adequate proportion of tested performed at or above national median (50%-65%).
- 4 = Exceeds standard Assessments indicate that a high proportion of tested students performed at or above national median (more than 65%).

SY2022: Rating: NA

No data exists during the contract term for this indicator

SY2021: Rating: __ N/A __

Comments: Due to the Covid 19 pandemic the school was only able to proctor its Fall NWEAs thus growth data is not available for the 2019-2020 school year. (Annual Evaluation, July 2021)

SY2020:

1.5a Reading: __ 4 __

1.5b Math: __ 4 __

Enter the overall score produced by the average of these two scores: __ 4 __

Comments:

Reading = 88% of 10th graders and 83% of 9th graders at or above national median

Math = 68.5% of 10th graders and 67.5% of 9th graders are at or above national median

(Annual Report, October 2020–*Note: While this is noted as “median” and has been for the entire contract term, the info from the PiM Arts HS annual report notes the data as a “mean”; UST will honor the legacy use of this terminology and make adjustments in the future*)

SY2019:

1.5a Reading: __ 4 __

1.5b Math: __ 4 __

Enter the overall score produced by the average of these two scores: __ 4 __

Comments: Reading = 91% of 10th graders and 82% of 9th graders at or above national median

Math = 67% of 10th graders and 73% of 9th graders are at or above national median

(Annual Evaluation, July 2020)

SY2018:

1.5a Reading: __ 4 __

1.5b Math: __ 4 __

Enter the overall score produced by the average of these two scores: __ 4 __

Comments:

Reading = 88.2% at or above national median

Math = 67.5% at or above national median

(Annual Evaluation, July 2019)

Source: Quarterly Report 4, **Annual Reports**, End of year report, Test data spreadsheets,

1.6 Are students making substantial and adequate gains over time, as measured using value-added

analysis (e.g. NWEA testing percentage meeting RIT growth goals, school-wide).

1.6a Reading

1.6b Mathematics

1 = Does not meet standard Value-added analysis indicates that a minimal proportion of tested students made expected gains (less than 40%).

2 = Approaching standard Value-added analysis indicates that an inadequate proportion of tested students made expected gains (40%-49.9%).

3 = Meets standard Value-added analysis indicates that an adequate proportion of tested students made expected gains (50%-65%).

4 = Exceeds standard Value-added analysis indicates that an adequate proportion of tested students made expected gains (more than 65%).

SY2022: Rating: N/A

Comments: Contract term history of NWEA RIT Growth - Only two years of this indicator exist.

Reading	SY2018	SY2019	SY2020	SY2021	SY2022
PiM Arts HS Reading	48%	48.8%	N/A	N/A	-
PiM Arts HS Math	60.6%	52.4%	N/A	N/A	-

SY2021:

1.6a Reading: N/A

1.6b Math: N/A

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

Comments: Due to the Covid 19 pandemic the school was only able to proctor its Fall NWEAs thus growth data is not available for the 2019-2020 school year. (Annual Evaluation, July 2021)

SY2020:

1.6a Reading: N/A

1.6b Math: N/A

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

Comments: Due to the Covid 19 pandemic the school was only able to proctor its Fall NWEAs thus growth data is not available for the 2019-2020 school year. (Annual Evaluation, July 2021)

SY2019:

1.6a Reading: 2

1.6b Math: 3

Enter the overall score produced by the average of these two scores: 2.5

Comments:

Reading = 48.8% met RIT growth goals

Math = 52.4% met RIT growth goals

PiM saw upward movement in the percentage of students meeting Reading RIT growth goals in SY18, and a decrease in the percentage of students meeting Math RIT growth goals. (Annual Evaluation, July 2020)

SY2018:

1.6a Reading: 2

1.6b Math: 3

Enter the overall score produced by the average of these two scores: 2.5

Comments:

Reading = 48% met RIT growth goals

Math = 60.6% met RIT growth goals

PiM experienced upward movement in the percentage of students meeting RIT growth goals in SY18. (Annual Evaluation, July 2019)

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

1.7 Are the school's students attaining English language proficiency at rates equal to or greater than students statewide as measured by the ACCESS test?

1 = Does not meet standard More than 5 percentage points below the statewide proficiency rate.

2 = Approaching standard Between 0.01 and 5 percentage points below the statewide proficiency rate.

3 = Meets standard Between 0 and 5 percentage points above the statewide proficiency rate.

4 = Exceeds standard Exceeds the statewide proficiency rate by more than 5 percentage points.

SY2022: Rating: NA

No data exists during the contract term for this indicator due to the low number of students identified as English Learners.

SY2021: Rating: NA

Comments: The school served 1 student qualifying for English Language services in SY2021; however due to the Covid 19 pandemic, this data is not reportable.

SY2020: Rating: NA

Comments: The school served 1 student qualifying for English Language services in SY2020; however due to the Covid 19 pandemic, this data is not reportable.

SY2019: Rating: NA

Comments: The school served 1 student qualifying for English Language services in SY2019; because of this, data is not available on the MDE Report Card.

SY2018: Rating: NA

Comments: The school served 1 student qualifying for English Language services in SY2018; because of this, data is not available on the MDE Report Card.

Source: Annual report

1.8 Is the school meeting its mission-specific academic goal(s)? 85% of all students enrolled at PiM Arts High School for more than one quarter will participate in at least one Main Stage, student-produced, or open microphone performance during the school year.

1 = Does not meet standard Less than 45% of all students enrolled at PiM Arts High School for more than one quarter will participate in at least one

	Main Stage, student-produced, or open microphone performance during the school year.
2 = Approaching standard	45 - 59.9% of all students enrolled at PiM Arts High School for more than one quarter will participate in at least one Main Stage, student-produced, or open microphone performance during the school year.
3 = Meets standard	60-84.9% of all students enrolled at PiM Arts High School for more than one quarter will participate in at least one Main Stage, student-produced, or open microphone performance during the school year.
4 = Exceeds standard	85-100% of all students enrolled at PiM Arts High School for more than one quarter will participate in at least one Main Stage, student-produced, or open microphone performance during the school year.
SY2022: Rating: __ N/A __	
Comments: While the school has engaged students with performance and exhibition opportunities this school year, data will not be available until the end of the school year.	
SY2021: Rating: __ N/A __	
Due to distance learning and PiM was unable to have in person performance and exhibition opportunities, they did not measure this goal.	
SY2020: Rating: __ 4 __	
Comments: Based on records kept by advisors, 96.3% of students participated in performance/exhibition opportunities. This is up from the previous year (95.5%), which shows a high trend of student participation. This is exceptionally laudable as the school was fully virtual for its spring semester.	
SY2019: Rating: __ 4 __	
Comments: Based on records kept by advisors, 95.5% of students participated in performance/exhibition opportunities. This is up from the previous year (91%), which shows a high trend of student participation.	
SY2018: Rating: __ 4 __	
Comments: Based on records kept by advisors, 91% of students participated in performance opportunities in SY2018. While this is down slightly from the previous year (96%), the percentage of students participating remains very strong.	
Source: Annual report	

1.9 Annual Measurable Achievement Objectives (AMAO) (if applicable): If the school receives Title III funding, are students meeting the state-established expectations for English language learner (ELLs) academic progress?	
1 = Does not meet standard	School has not met state-established AMAOs in several categories for the last recorded school year
2 = Approaching standard	School has met state-established AMAOs in most categories for the last recorded school year
3 = Meets standard	School has met state-established AMAOs in all categories for the last recorded school year
4 = Exceeds standard	School has met state-established AMAOs in all categories for at least the last two recorded school years
<u>SY2022:</u> Rating: ___NA__	
Comments: PiM is not currently receiving Title III funding.	
<u>SY2021:</u> Rating: ___NA__	
Comments: PiM is not currently receiving Title III funding.	
<u>SY2020:</u> Rating: ___NA__	
Comments: PiM is not currently receiving Title III funding.	
<u>SY2019:</u> Rating: ___NA__	
Comments: PiM is not currently receiving Title III funding.	
<u>SY2018:</u> Rating: ___NA__	
Comments: PiM is not currently receiving Title III funding.	
Source: MDE website	

1.10 Is the school fulfilling its legal obligations related to access and services to English language learners (ELLs)? (i.e. The school has an established bilingual or English program(ESL/ELL/EOL), provides testing accommodations, and meets NCLB Title III requirements. The school ensures that staff have appropriate training and are familiar with current legislation and research related to best practices for serving ELL students.)	
1 = Does not meet standard	The school is <u>not</u> fulfilling its legal obligations regarding ELLs and requires substantial improvement
2 = Approaching standard	The school is fulfilling all of its legal obligations regarding ELLs but requires some improvements
3 = Meets standard	The school is fulfilling its legal obligations regarding ELLs and requires no considerable improvements
4 = Exceeds standard	NOT APPLICABLE

SY2022: Rating: __ 3 __

Comments: In accordance with the LEAPS Act, PiM created an EL Plan consisting of research-based language strategies in order to help English learners attain English proficiency and succeed academically. As outlined in the school's plan, when a student is identified as an English Learner, PiM will then develop a plan to hire a qualified EL teacher and begin the student in a language instruction and acquisition program that best suits the needs of the student.

SY2021: Rating: __ 3 __

Comments: In accordance with the LEAPS Act, PiM created an EL Plan consisting of research-based language strategies in order to help English learners attain English proficiency and succeed academically. As outlined in the school's plan, when a student is identified as an English Learner, PiM will then develop a plan to hire a qualified EL teacher and begin the student in a language instruction and acquisition program that best suits the needs of the student.

SY2020: Rating: __ 3

Comments: In accordance with the LEAPS Act, PiM created an EL Plan consisting of research-based language strategies in order to help English learners attain English proficiency and succeed academically and in SY2020 had one student identified as EL. The school contracted with a part time EL teacher to support this student.

SY2019: Rating: __ 2.5 __

Comments: PiM had one student identified as EL, this student received services through their IEP. While PiM did not have any EL teachers on staff, the school consulted with EL specialists to ensure the student is receiving the needed supports. School leaders worked on an EL plan to operate in accordance with the LEAPS Act and consist of research-based language strategies in order to help English learners attain English proficiency and succeed academically.

SY2018: Rating: __ 3 __

Comments: PiM does not currently have students who have been identified as ELs. The school had a process in place for identifying qualified students and is prepared to serve students who are identified as ELs.

Source: UST site visits, Reference ELL Packet, Formalized complaints at MDE, or Critical Elements review, **Quarterly Reports**

1.11 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. 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

SY2022: Rating: 3

Comments: To date, PiM has 58 students who qualify for Special Education services, which accounts for 16% of the school’s total enrollment.

PiM’s special education team includes a Special Education Director (contracted through Indigo Education), five special education case managers and three paraprofessionals. PiM contracts for additional services including social worker, speech therapy, hearing and vision, audiology, occupational therapy, auditory therapy, school psychologist, ASD and DCD specialist, and due process.

The majority of students on IEPs at PiM receive their primary instruction through an inclusive direct instruction model with pull out services for organizational skills and/or additional areas of identified need. Special Education teachers are placed in math and language arts classrooms. Teachers are receiving co-teaching consulting support.

A search of MDE’s database found no complaints.

SY2021: Rating: 3

Comments: In SY2021 PiM had 53 students who qualify for Special Education services, which accounts for 15% of the school’s total enrollment.

PiM’s special education team includes a Special Education Director (contracted through Indigo Education), five special education case managers and two paraprofessionals. PiM contracts for additional services including social worker, speech therapy, hearing and vision, audiology, occupational therapy, auditory therapy, school psychologist, ASD and DCD specialist, and due process. Additionally the department worked to refine practices to provide a more inclusive classroom experience for all students with IEPs.

Students at PiM receive their primary instruction through an inclusive direct instruction model with pull out services for organizational skills and/or additional areas of identified need. Special Education teachers are placed in math and language arts classrooms. Teachers are receiving co-teaching consulting support.

A search of MDE’s database found no complaints.

SY2020: Rating: 3

Comments: In SY2020 PiM had 52 students who qualify for Special Education services, which accounts for 15% of the school’s total enrollment.

PiM’s special education team includes a Special Education Director (contracted through Indigo Education), five special education teachers and three paraprofessionals. PiM contracts for additional

services including social worker, speech therapy, hearing and vision, audiology, occupational therapy, auditory therapy, school psychologist, ASD and DCD specialist, and due process.

Students receive their primary instruction through an inclusive direct instruction model with pull out services for organizational skills and/or additional areas of identified need. Special Education teachers are placed in math and language arts classrooms. Teachers are receiving co-teaching consulting support. As of January 22, 2019, PiM started a Federal Setting II program called the REM program, approximately 10 students were participating in the program. The program is a self-contained classroom for English and Math.

A search of MDE's database found no complaints.

SY2019: Rating: ___ 3 ___

Comments: In SY2019, PiM had 55 students (18%) who qualified for Special Education services. PiM's special education team includes a Special Education Director (contracted through Indigo Education), five special education teachers and one paraprofessional (more paraprofessionals were slated to be hired for spring semester). PiM contracts for additional services including: social worker, speech therapy, hearing and vision, audiology, occupational therapy, auditory therapy, school psychologist, ASD and DCD specialist, and due process.

Students receive their primary instruction through an inclusive direct instruction model with pull out services for organizational skills and/or additional areas of identified need. Special Education teachers are placed in math and language arts classrooms. Teachers are receiving co-teaching consulting support. As of January 2019, PiM started a Federal Setting II programing for approximately 8 students.

A search of MDE's database found no complaints.

SY2018: Rating: ___ 3 ___

Comments: In SY2018, PiM had 48 students (17%) who qualify for Special Education services. PiM's special education team includes a Special Education Director (contracted through Indigo Education), four special education teachers and two paraprofessionals. PiM contracts for additional services including: social worker, speech therapy, hearing and vision, audiology, occupational therapy, auditory therapy, school psychologist, ASD and DCD specialist, and due process.

Students receive their primary instruction through an inclusive direct instruction model with pull out services for organizational skills and/or additional areas of identified need. Special Education teachers are placed in math and language arts classrooms. At the beginning of the year, the Special Education team provides training to all staff on accommodations, modifications and interventions for students whether or not they have a 504 or IEP. PiM continues to refine this model.

A search of MDE's database found no complaints.

Source: UST site visits, Reference: special education investigation search on MDE website and special education training materials; Special education director interview, **Quarterly Reports**

1.12 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.

SY2022: Rating: __ 4 __

Comments: PiM’s mission is to *pursue artistic excellence and academic rigor for every learner*. Observations, discussions and data illustrate the school’s commitment to this mission. Students participate in a yearly arts jury process that provides students the opportunity for artistic feedback and guides individual learning and growth. The school reports that parents of students who have struggled to fit in at other schools appreciate the home they find at PiM. Students participate weekly in the “Ramp up for Readiness” curriculum to our advisory period for all students grades 9-12, and hope to see this impact our students' performance in high school and beyond.

School leaders report that the school seeks to infuse arts into the school’s academics through looking for logical opportunities that “make a connection to academic content.” Arts teachers give progression of arts students experience to the academic teachers. They share where students are artistically, some vocabulary, and content, in a formalized training PD: Show your learning through your arts area. Arts teachers ask the core academics to not grade art. As heard from arts teachers and leadership, arts infusion is recognized as a final project to showcase overall learning in an academic class. It is about the project and voice and not the style of teaching/learning.

SY2021: Rating: __ 3.5 __

Comments: PiM’s mission is to *pursue artistic excellence and academic rigor for every learner*. Observations, discussions and data illustrate the school’s commitment to this mission. In addition to building a facility designed to support arts education and experiences and offering coursework in performing, visual and media arts, PiM developed many artistic partnerships and implemented an arts capstone project, art juries and arts internships. Some examples of artistic opportunities students are able to participate in include the opportunity to take classes in modern and ballet technique and creation, which were still available to students virtually.

Examples of ways the school promotes and supports academic success and post-secondary readiness include an array of Advanced Placement Courses, additionally as reported to MDE 10 students are participating in PSEO courses. Additionally, the school revised its advisory program and partnered with the University of Minnesota to become a Ramp Up school. Ramp Up to Readiness is a college

preparedness program that is designed to help High School Students succeed in their 4- or 2-year program.

While the school's math performance historically lagged behind its reading proficiency and growth, PiM worked to redesign how math is taught and currently offers a number of courses geared towards getting struggling students the support they need.

PiM is also partnering with the City of Eden Prairie in hosting the Eden Prairie Players, a community-based theatre, hosting EP Players rehearsal and performance for their shows.

SY2020: Rating: __3.5__

Comments: PiM's mission is to *pursue artistic excellence and academic rigor for every learner*. Observations, discussions and data illustrate the school's commitment to this mission. In addition to building a facility designed to support arts education and experiences and offering coursework in performing, visual and media arts, PiM developed many artistic partnerships and implemented an arts capstone project, art juries and arts internships. Some examples of artistic opportunities students are able to participate in include the opportunity to take classes in modern and ballet technique and creation.

Theatre students have the opportunity to create, direct, and perform in meaningful performances. And

Visual and Media Arts programs are led by master teachers who have a combined 35 years experience in the classroom and the field

Examples of ways the school promotes and supports academic success and post-secondary readiness include an array of Advanced Placement Courses, additionally as reported to MDE 10 students are participating in PSEO courses.

Additionally, in the information submitted to the University of St. Thomas in it's School Improvement Plan the school continues to focus on math performance and how best to support students who are struggling in math.

PiM also received the "Best of Eden Prairie" award in the school category for 2019, and received 16

Spotlight Awards from Hennepin Theatre Trust for their production of Bright Star.

SY2019: Rating: __3.5__

Comments: PiM's mission is to *pursue artistic excellence and academic rigor for every learner*. Observations, discussions and data illustrate the school's commitment to this mission. In addition to building a facility designed to support arts education and experiences and offering coursework in performing, visual and media arts, PiM developed many artistic partnerships and implemented an arts capstone project, art juries and arts internships. Examples of ways the school promotes and supports academic success and post-secondary readiness include an array of Advanced Placement Courses, becoming a Ramp Up to Readiness school in partnership with the University of Minnesota, and a multi-tier system for supporting students and Academic Success Planning Meetings.

SY2018: Rating: __3.5__

Comments: PiM's mission is to *pursue artistic excellence and academic rigor for every learner*. Observations, discussions and data illustrate the school's commitment to this mission.

Examples of Commitment to Artistic Excellence

- PiM’s new facility, which includes space dedicated to learning, practice and performance in the arts areas;
- Addition of a Media Arts and a Visual Arts program, which are both at capacity and attracting new students;
- Guest artists in classrooms as speakers, teachers and mentors as well as two artist groups in residence;
- Artistic partnerships such as Stages Theatre Company, Midwest Ballet, Inspire Dance, North Star Irish Dance and SoundCheck School of Music;
- Participation in an Arts Capstone Project that demonstrates student work and growth as an artist; and
- Arts Internship courses for students seeking real work experience in a professional setting.

Examples of Commitment to Academic Rigor

- Strong results on ACT+Writing assessment with higher than average scores in Reading, English Composition and Writing and are one average with the state in Composite scores;
- Continued upwards trends in AP courses, test participation and scores;
- Student advisors that stay with students for all four years and meet weekly during advisory class to check grades and planners as well as identify the need for additional assistance;
- Academic Success Plan Meetings that are initiated by advisors to create a plan to best support students and include students, parents, and the teaching team;
- Courses for students who are below grade level that prepare them for core language arts and math courses; and
- Exploration of scheduling models as well as a more integrated math model for 9th and 10th grades.

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

1.13 Is the school meeting state-established targets for graduation rate?

1 = Does not meet standard The school was ranked below the 60th percentile for graduation and did not meet its AYP target for graduation.

2 = Approaching standard The school was in the 60-89.9th percentile for graduation and did not meet its AYP target for graduation.

3 = Meets standard The school was in the 90-94.9th percentile for graduation and/or the school met its AYP target for graduation.

4 = Exceeds standard The school was in the 95th percentile or above and met its AYP target for graduation.

SY2022: Rating: __ N/A __

Comments: Data is not available for SY 2021-22

SY2021: Rating: __ 2 __

2017 86.2%
2018 86.2%
2019 78.7%
2020 84.0%
2021 88.0%

SY2020: Rating: __ 2 __

2016 84.4%
2017 86.2%
2018 86.2%
2019 78.7%
2020 84.0%

(Annual Evaluation, July 2021)

SY2019: Rating: __ 2 __

2015 79.2%
2016 84.4%
2017 86.2%
2018 86.2%
2019 78.7%

PiM's 2018-2019 graduation rate declined by 8 percent from the year prior. (Annual Evaluation, July 2020)

SY2018: Rating: __ 4 __

2015 79.2%
2016 84.4%
2017 86.2%
2018 86.2%

PiM's SY18 graduation rate remained steady. The school earned a seven percentage point improvement since SY15. (Annual Evaluation, July 2019)

Source: MDE Website, **Annual Reports**

1.14 Does the school meet or exceed the attendance rate goal for Adequate Yearly Progress?

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 OR improves by at least 0.1 percent over the previous year

4 = Exceeds standard The attendance rate is more than 95 percent

SY2022: Rating: __ N/A __
Comments: attendance date will not be available until the end of the school year.
SY2021: Rating: __ 4 __
Comments: PiM's attendance rate for SY2020 year was 96.3%. (Annual Report, October 2021)
SY2020: Rating: __ 4 __
Comments: PiM's attendance rate for SY2020 year was 96%. (Annual Evaluation, July 2021)
SY2019: Rating: __ 3 __
Comments: PiM's attendance rate for SY2019 year was 91%. (Annual Evaluation, July 2020)
SY2018: Rating: __ 3 __
Comments: PiM's attendance rate for SY2018 was 91.2%. (Annual Evaluation, July 2019)
Source: Annual report, MDE website (data downloads)

SECTION 2: Financial Viability – Does the school exhibit strong fiscal health?

2.1 Does the school provide financial materials to UST and its board at least three days prior to charter school board meetings? (Note: financial materials must include the check register, cash flow sheet, enrollment report, and income and expense report, at a minimum).
1 = Does not meet standard Financial materials are not submitted on time and are incomplete
2 = Approaching standard Financial materials are frequently submitted on time (more than 75 percent of the time) but often incomplete. Or the reports are usually complete but are not submitted on time (less than 75 percent of the time).
3 = Meets standard Financial materials are submitted on time (75 or more percent of the time) and complete
4 = Exceeds standard NOT APPLICABLE
SY2022: Rating: __ 3 __
Comments: PiM continues to use team google drive for Board members, which provides access, St. Thomas and board members to monthly board packets for the current school year as well as archived board packets for previous years. Materials are posted over three days prior to the board meeting.
SY2021: Rating: __ 3 __
Comments: PiM transitioned to a team google drive for Board members, which provides access, St. Thomas and board members to monthly board packets for the current school year as well as archived board packets for previous years. Materials are posted over three 3 days prior to the board meeting.

SY2020: Rating: __3__

Comments: PiM transitioned to a team google drive for Board members, which provides access, St. Thomas and board members to monthly board packets for the current school year as well as archived board packets for previous years. Materials are posted over three days prior to the board meeting.

SY2019: Rating: __3__

Comments: PiM transitioned to a team google drive for Board members, which provided access to monthly board packets for the current school year as well as archived board packets for previous years. Materials were posted in a timely manner.

SY2018: Rating: __3__

Comments: PiM transitioned to a team google drive for Board members, which provided access to monthly board packets for the current school year as well as archived board packets for previous years. Materials were posted in a timely manner.

Source: Monthly board packets

2.2 Does the school have an active finance committee or committee of the whole that ensures the full board is knowledgeable regarding the school's financial state?

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.

SY2022: Rating: __3__

Comments: PiM had an active finance committee that met, reviewed financials and reported to the full board regularly.

SY2021: Rating: __3__

Comments: PiM had an active finance committee that met, reviewed financials and reported to the full board regularly.

SY2020: Rating: __3__

Comments: PiM had an active finance committee that met, reviewed financials and reported to the full board regularly.

SY2019: Rating: __ 3 __

Comments: PiM had an active finance committee that met, reviewed financials and reported to the full board regularly.

SY2018: Rating: __ 3 __

Comments: PiM had an active finance committee that met, reviewed financials and reported to the full board regularly. With the bonding of the new building and phase two of renovations in discussion, the committee and board engaged in more in-depth financial conversations.

Source: Monthly board packets; Site visits

2.3 Do all charter school board members meet the statutory requirements for ongoing board financial management training (*Minnesota Statutes 2015 124E.07*)

1 = Does not meet standard Three or more board members are out of compliance

2 = Approaching standard Two or fewer board members are out of compliance

3 = Meets standard All board members meet financial management training requirements

4 = Exceeds standard All board members meet financial management training requirements and exhibit working knowledge of the school's financials

SY2022: Rating: __ 3 __

Comments: All PiM board members met the statutory requirements for financial training.

SY2021: Rating: __ 3 __

Comments: All PiM board members met the statutory requirements for financial training.

SY2020: Rating: __ 3 __

Comments: All PiM board members met the statutory requirements for financial training.

SY2019: Rating: __ 3 __

Comments: All PiM board members met the statutory requirements for financial training.

SY2018: Rating: __ 3 __

Comments: All PiM board members met the statutory requirements for financial training.

Source: Monthly board packets, UST site visits, MN Stat. 124D.10, subd. 4(f); Statement of compliance sheet, **Quarterly Report 3 (Board Information Template)**

2.4 Does the board have a fund balance policy that includes fund balance goals over time?

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 The board’s fund balance policy includes goals over time and considers potential cash flow concerns with variability of revenue streams.

SY2022: Rating: __ 4 __

Comments: PiM revised their fund balance policy in April 2018. The policy sets a goal of maintaining a minimum fund balance of 15% and identifies steps to take if the fund policy falls below 20%. The policy also addresses the unpredictability of revenue streams and the importance of long-term budget projections.

SY2021: Rating: __ 4 __

Comments: PiM revised their fund balance policy in April 2018. The policy sets a goal of maintaining a minimum fund balance of 15% and identifies steps to take if the fund policy falls below 20%. The policy also addresses the unpredictability of revenue streams and the importance of long-term budget projections.

SY2020: Rating: __ 4 __

Comments: PiM revised their fund balance policy in April 2018. The policy sets a goal of maintaining a minimum fund balance of 15% and identifies steps to take if the fund policy falls below 20%. The policy also addresses the unpredictability of revenue streams and the importance of long-term budget projections.

SY2019: Rating: __ 4 __

Comments: PiM revised their fund balance policy in April 2018. The policy sets a goal of maintaining a minimum fund balance of 15% and identifies steps to take if the fund policy falls below 20%. The policy also addresses the unpredictability of revenue streams and the importance of long-term budget projections.

SY2018: Rating: __ 4 __

Comments: PiM revised their fund balance policy in April 2018. The policy sets a goal of maintaining a minimum fund balance of 15% and identifies steps to take if the fund policy falls below 20%. The policy also addresses the unpredictability of revenue streams and the importance of long-term budget projections.

Source: Monthly board packets; Board policy manual, Quarterly Reports

2.5 Has the school successfully completed an annual audit?

1 = Does not meet standard Audit is not completed or submitted on time to UST and the state

2 = Approaching standard NOT APPLICABLE

3 = Meets standard Audit is completed on time and submitted to UST and the state

4 = Exceeds standard NOT APPLICABLE

SY2022: Rating: __ 3 __

Comments: PiM completed the annual audit on time, submitted it to the state and UST as required.

SY2021: Rating: __ 3 __

Comments: PiM completed the annual audit on time, submitted it to the state and UST as required.

SY2020: Rating: __ 3 __

Comments: PiM completed the annual audit on time, submitted it to the state and UST as required.

SY2019: Rating: __ 3 __

Comments: PiM completed the annual audit on time, submitted it to the state and UST as required.

SY2018: Rating: __ 3 __

Comments: PIM completed the annual audit on time, submitted it to the state and UST as required.

Source: Annual financial audit and MDE report (Program Finance)

2.6 Does the school have a clean audit with no major findings?

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”

SY2022: Rating: __ 4 __

Comments: PiM received a clean audit with no findings.

SY2021: Rating: __ 4 __

Comments: PiM received a clean audit with no findings.

SY2020: Rating: __ 4 __

Comments: PiM received a clean audit with no findings.

SY2019: Rating: __ 3 __

Comments: PiM received a clean audit with one MN legal compliance finding for an uncollateralized deposit.

SY2018: Rating: __ 3 __

Comments: PIM received a clean audit with one MN legal compliance finding for an uncollateralized deposit.

Source: Annual financial audit

2.7 Does the school establish and maintain a balanced budget (i.e. the budget is approved before June 30; includes a cash flow projection for the year; is based on realistic enrollment figures; and meets established fund balance policy goals)?

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 significant 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 meets the fund balance policy goals set forth by the board.

4 = Exceeds standard A detailed budget is approved by June 30, includes a cash flow projection, budget is based on conservative enrollment figures, and the budget meets the fund balance policy goals set forth by the board.

SY2022: Rating: 3

Comments: PiM Arts High School's financial position for the first half of FY2022 is stable, bordering on strong. The budgeted ADM (updated) of 365 is with January ADM of 365. The school has used ESSER funds to help offset additional expenses that may arise. As of January the current year budget's fund balance was 20.8%, above the target of 15%, with an anticipated surplus of \$89,959.

SY2021: Rating: 4

Comments: In collaboration with BerganKDV, PiM employed a conservative and cautious budgeting process. The financial health of the school continued to be closely tied to an increase in enrollment. FY2021 budgeted ADM was 336 and actual was 341. The school's general fund balance increased \$725,265. Revenues increased approximately 5.02 percent from the prior year, while expenditures increased approximately 0.30 percent to the prior year. The increase in revenues can be largely attributed to PPP loan proceeds received in the amount of \$464,168. The school's most recent audit shows an unassigned fund balance for the General Fund is \$1,331,999, or 24.4% of total General Fund expenditures.

SY2020: Rating: 3

Comments: In collaboration with BerganKDV, PiM employed a conservative and cautious budgeting process. With a previous move to a new facility, financial health of the school was closely tied to continued increases in enrollment. The school engaged in long-term budget projections that allowed for gradual growth over time. The school committed to use actual students enrollment numbers and data to drive financial decisions.

Due to lower than anticipated ADM (originally budgeted at 315, actual 297 (May 2019) in FY2019, PiM ran a deficit budget and saw a decrease in its fund balance. ADMs for the year slightly were over the budgeted amount of (original budget 323 actual 335). Additionally, the school projected a surplus of \$15,000 aimed to increase its fund balance.

SY2019: Rating: __ 2 __

Comments: In collaboration with BerganKDV, PiM employed a conservative and cautious budgeting process. With the move to a new facility, financial health of the school was closely tied to an increase in enrollment. The school’s long-term budget projections anticipate gradual growth over time. The school committed to use actual students enrollment numbers and data to drive financial decisions.

Due to lower than anticipated ADM (budgeted at 300, actual 276) in FY2018, PiM engaged in a deficit budget and saw a decrease in their fund balance. ADM for the year was slightly under estimates for FY2019 (budgeted at 310 and at 303), an increase of 27 from the previous year. The school monitored ADM closely and made monthly adjustments as needed to the budget.

SY2018: Rating: __ 3 __

Comments: In collaboration with BerganKDV, PiM employs a conservative and cautious budgeting process. With the move to a new facility, financial health of the school is closely tied to an increase in enrollment. The school developed a five-year budget projection that anticipated gradual growth over time. The school committed to use actual student enrollment numbers and data to drive financial decisions. Although ADM was slightly under estimates for SY2018 (budgeted at 300 and at 282), it reflected an increase of 25 over SY2016.

Source: Monthly board packets, UST site visits, UST meetings with business manager(s), Quarterly Reports 2 and 3, Audited financials

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 10-15.9% of annual expenditures.

3 = Meets standard The school’s fund balance is between 16-20% of annual expenditures.

4 = Exceeds standard The school’s fund balance is more than 20% of annual expenditures.

SY2022: Rating: 4

Comments: January financials project a projected FY22 fund balance of 20.8%.

SY2021: Rating: __ 4 __

Comments: The school’s most recent audit shows an unassigned fund balance for the General Fund is \$1,331,999, or 24.4% of total General Fund expenditures.

SY2020: Rating: __ 1 __

Comments: The school's most recent audit shows an unassigned fund balance for the General Fund is \$188,157, or 4% of total General Fund expenditures. This increase was due to a slightly higher enrollment and slightly lower expenditures.

SY2019: Rating: __ 1 __

Comments: As stated in the schools most recent financial statements the school's audited fund balance for the FY2019 was \$124,173 which represents 3.0% of expenditures. This was due to lower than anticipated enrollment.

SY2018: Rating: __ 1 __

Comments: At the end of FY18, unassigned fund balance for the General Fund was \$150,853, or 3.7% percent of total General Fund expenditures (audit). This decrease of about \$461,397 was due to lower than anticipated enrollment as well as some building purchases.

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

Page Break

SECTION 3: Is the organization effective and well run?

3.1 Do all board members meet the statutory requirements for ongoing training on board roles and responsibilities, governance, and employment practices (*Minnesota Statutes 2015, 124E.07*)

1 = Does not meet standard Three or more board members are out of compliance

2 = Approaching standard Two or fewer board members are out of compliance

3 = Meets standard All board members meet training requirements

4 = Exceeds standard All board members meet training requirements and exhibit working knowledge of board roles and responsibilities, governance, and employment practices.

SY2022: Rating: __ 3 __

Comments: At the time of this evaluation, all board members were in compliance on both initial and ongoing training requirements.

SY2021: Rating: __ 3 __

Comments: At the time of this evaluation, all board members were in compliance of both initial and ongoing training requirements.

SY2020: Rating: __ 3 __

Comments: At the time of this evaluation, all board members were in compliance, a number of board members underwent their initial training requirements in January and in February the board engaged in an ongoing training session.

SY2019: Rating: __ 3 __

Comments: At the time of this evaluation, all board members were in compliance. One board member needs to complete ongoing training by June 30, 2018 to remain in compliance.

SY2018: Rating: __ 3 __

Comments: At the time of this evaluation, all board members were in compliance. One board member needs to complete ongoing training by June 30, 2018 to remain in compliance.

Source: Monthly board packets, UST site visits, MN Stat. 124D .10, subd. 4(f); Statement of compliance sheet, **Quarterly Report 3 (Board Information template)**

3.2 Do all board members exhibit understanding of the role of the board and utilize nonprofit governance best practices?

1 = Does not meet standard At least some board members do not understand the role of the board. Board policies and practices are not transparent or not present. Board meetings often address issues not central to the role of the board. The board does not utilize nonprofit governance best practices and does not understand its role or that of the school leader.

2 = Approaching standard Some board members, but not all, exhibit understanding of their roles as board members. Board policies and practices are not always transparent and/or are not fully developed. The board inconsistently utilizes nonprofit governance best practices and the board as a whole struggles to understand its role compared with that of the school leader.

3 = Meets standard Most board members exhibit understanding of their roles as members. The board policies and practices are transparent and utilize nonprofit governance best practices. The board has some systems in place to address challenges and maximize effectiveness of the board, including a recruitment process and orientation plan for new members. The board occasionally reviews its role during board meetings to ensure the board and school leader understand their responsibilities.

4 = Exceeds standard Board policies and practices are transparent, utilize nonprofit governance best practices, and have systems in place to address challenges and maximize the effectiveness of the board on a variety of levels. Comprehensive recruitment and orientation plans exist and are consistently implemented. The board continuously reviews its role during board meetings to ensure the board, the school leader, and staff understand their responsibilities.

SY2022: Rating: 3

PiM's board chair and other members have been connected with the school for a number of years. The board continues to function effectively and understand its role. Most notable, the board has

increased the school's fund balance and effectively supported the students and staff through the pandemic

SY2021: Rating: __ 3 __

Comments: While the current board chair at PiM is new to her role, she and other members have been connected with the school for a number of years. Overall the PiM's board is well-functioning and understands its role, the board has systems and processes to not only effectively and efficiently run meetings but accomplish short and long-term business. The board also had a clear understanding of the distinction between members and school leader roles.

It is also important to note that in recent years, school leadership/board members have started conversations regarding adding students as ex-officio members of the board. Additionally, there had been an increased focus on racial and social justice at the school.

SY2020: Rating: __ 3 __

Comments: As noted in previous evaluations, the PiM's board is well-functioning and understands its role. The board had a strong foundation of long-standing service in key positions as well as systems and processes to not only effectively and efficiently run meetings but accomplish short and long-term business. The board also had a clear understanding of the distinction between members and school leader roles. Other ways in which the board demonstrates effective governance practices include:

- Effective financial oversight
- Robust requirement and orientation process
- Regular review of board policies and bylaws
- Effectively evaluating the executive director on a yearly basis

It is also important to note that in recent years, board members have increased focus on finances and securing outside funding.

SY2019: Rating: __ 3 __

Comments: Four of PiM's 11 board members have served as directors for multiple terms, including the board president who is in his third term. The board had a collaborative relationship with the Executive Director. Members appear to be well-prepared for meetings, ask questions and engage in discussion. Key focus areas for SY19 include further activating board committees and budget/ADM monitoring. Board observations from the march and April board meetings indicate an interest to explore demographic data as well as other external funding sources.

SY2018: Rating: __ 3 __

Comments: Based on observations, review of materials and interviews, PiMs board was engaged, well-functioning, focused on governance and had an overall understanding of their role. Last year, bonding and the transition to a new facility were a central focus. In this year, growing enrollment in-line with the projected five-year budgets is a priority.

Source: Site visits, ongoing correspondence, board minutes, interview with board chair

3.3 Does the board complete a board self-evaluation each school year?

- 1 = Does not meet standard The board does not complete a board self-evaluation annually.
- 2 = Approaching standard The board has a self-evaluation policy, but does not complete the review in a timely manner.
- 3 = Meets standard The board completes a thorough self-evaluation by March of each year.
- 4 = Exceeds standard The board completes a self-evaluation by March of each year and utilizes the results to review and improve the effectiveness of board practices, policies, and bylaws.

SY2022: Rating: N/A

Comments: PiM’s board typically completes an annual self-evaluation and presents it at the April board meeting.

SY2021: Rating: 3

Comments: PiM’s board completes an annual self-evaluation, the results of which were presented at the April board meeting.

SY2020: Rating: 3

Comments: PiM’s board completes an annual self-evaluation, the results of which were presented at the April board meeting.

SY2019: Rating: 3

Comments: PiM’s board completes an annual self-evaluation. The process typically begins in February and culminates at the April board meeting.

SY2018: Rating: 3

Comments: In SY2018, PiM’s board completed the annual self-evaluation in February. The SY2018 survey included 12 questions ranging from the board’s focus on the mission to agenda alignment to the strategic plan and priorities to board operations. The self-evaluation results are typically presented and discussed at the April meeting.

Source: Board minutes, Interview with board chair, Quarterly Report 3

3.4 Does the board meet its governance model requirements laid out in its bylaws as required by Minnesota Statute and does the board membership include a balance of skills and expertise?

- 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 MN Stat. 124E, or the board does not meet its governance model as laid out in the bylaws. The board membership does not include individuals with expertise in school finance and nonprofit governance

2 = Approaching standard The governance model is clearly outlined in the school’s bylaws and meets the requirements of MN Stat. 124E but board membership does not include individuals with expertise in school finance and nonprofit governance

3 = Meets standard The governance model is clearly outlined in the school’s bylaws and meets the requirements of MN Stat. 124E, and board membership includes individuals with expertise in school finance and nonprofit governance

4 = Exceeds standard The governance model is clearly outlined in the school’s bylaws and meets the requirements of MN Stat. 124E, and board membership includes individuals with expertise in school finance and nonprofit governance. The governance model and membership clearly reflect the needs of the charter school community.

SY2022: Rating: __ 3 __

Comments: Consistent with the bylaws, PiM’s board is teacher majority with no fewer than five total members and no greater than 25. The PiM board is composed of 6 teachers, 3 parents and 2 community members. The Executive Director, Director of Teaching and Learning, Director of Student Life, and Director of Outreach and Development remain ex- officio members of the board.

SY2021: Rating: __ 3 __

Comments: PiM’s board is teacher majority with no fewer than five total members and no greater than 25. The PiM board is composed of 6 teachers, 2 parents and 3 community members. The Executive Director, Director of Teaching and Learning, Director of Student Life, and Director of Outreach and Development are ex- officio members of the board. And board elections take place in May of each year. Additionally, the board includes expertise and experience in many relevant areas (e.g. education, nonprofit and charter school governance, arts, business and development).

SY2020: Rating: __ 3 __

Comments: PiM’s board was teacher majority with no fewer than five total members and no greater than 25. Currently, 11 people serve on the board – five teachers, two parents and four community members. As noted above four of the 11 members have served multiple terms, which provides the board with experience in nonprofit and charter school governance. Additionally, the board includes expertise and experience in many relevant areas (e.g. education, arts, business and development). Additionally, the school’s current treasurer (a parent) had a background in business and had worked with the school leader and financial management firm to increase her school finance knowledge.

SY2019: Rating: __ 2 __

Comments: In alignment bylaws, PiM’s board was teacher majority with no fewer than five total members and no greater than 25. Currently, 11 people serve on the board – five teachers, two parents and four community members. As noted above four of the 11 members have served multiple terms, which provides the board with experience in nonprofit and charter school governance. Additionally, the board includes expertise and experience in many relevant areas (e.g. education, arts, business and development). However, the current board appears not to include individuals with finance knowledge and experience, UST strongly encourages PiM to continue to

seek additional expertise in this area. It was also important to note that while not an official board member BerganKDV staff continues to support the school with their financial expertise.

SY2018: Rating: __ 3 __

Comments: In alignment bylaws, PiM’s board was teacher majority with no fewer than five total members and no greater than 25. Currently, 11 people serve on the board – seven teachers, three parents and one community member. While the board includes expertise and experience in many relevant areas (e.g. human resources, education, community engagement, and business) and includes individuals with finance knowledge and experience, UST encourages PiM to continue to seek additional expertise in this area.

Source: Board bylaws, MN Stat. 124D.10, Board minutes or interviews with board members

3.5 Does the school board periodically engage in strategic planning, and does the school exemplify the strategic direction set by the board?

1 = Does not meet standard The board has shown no evidence of engaging in strategic planning during the recent contract period or within the last five years

2 = Approaching standard The board has engaged in strategic planning; however, the plan has not been utilized by the board or school leadership

3 = Meets standard The board has engaged in strategic planning and the school actively utilizes the strategic direction set by the board

4 = Exceeds standard The board has engaged in strategic planning and the school actively utilizes the strategic direction set by the board. The board uses the strategic plan to evaluate itself, the school program, and school leadership.

SY2022: Rating: __ 3 __

Comments: PiM’s board is beginning to discuss next steps re: small and larger changes for the school e.g. how to get more students in building. COVID forced the school to make different choices and consider things they can utilize moving forward. A strategic planning process is regular and annual.

SY2021: Rating: __ 3 __

Comments: PiM’s board completes a strategic planning process annually beginning in the spring and culminating at their retreat in August. As highlighted in the Annual Report, “the Board and administration through the annual strategic planning process had identified financial stability, visibility in a competitive market, academic outcomes, and drawing/maintaining on-mission students as our primary challenges. Future plans include creating appropriate artistic space for all of our programs.” Additionally, the school also states, it continues to seek out and create connections with organizations and individuals who can add value and depth to students’ experiences. Thus, PiM had made a focused effort to bring in guest artists to work with students—a practice which had continued throughout the pandemic.

SY2020: Rating: __ 3 __

Comments: PiM’s board completes a strategic planning process annually beginning in the spring and culminating at their retreat in August. As highlighted in the Annual Report, “the Board and administration through the annual strategic planning process had identified financial stability, visibility in a competitive market, academic outcomes, and drawing/maintaining on-mission students as our primary challenges. Future plans include creating appropriate artistic space for all of our programs.” The school also sets enrollment goals such as “by 2021, PiM Arts High School will enroll 425 students in Music, Theatre, Dance, Music Theatre, and Media Arts”.

SY2019: Rating: __ 3 __

Comments: PiM’s board completes a strategic planning process annually beginning in the spring and culminating at their retreat in August. The latest version was included in the Annual Report and was updated in March 2018. As highlighted in the Annual Report, “the Board and administration through the annual strategic planning process had identified financial stability, visibility in a competitive market, academic outcomes, and drawing/maintaining on-mission students as our primary challenges. Future plans include creating appropriate artistic space for all of our programs.”

SY2018: Rating: __ 3 __

Comments: PiM’s board completes a strategic planning process annually beginning in the spring and culminating at their retreat in August. The SY2018 Strategic Plan includes five goals (each supported by a set of key actions):

1. Increase student body size
2. Increase donorship and visibility
3. Increase student outcomes
4. Enhance arts programing
5. Develop the Performing Institute of MN

Source: Board minutes, **Annual Reports**, strategic plan

3.6 Does the board comprehensively evaluate (including all aspects of the position description/contract) the performance of the school leader and CMO/EMO partners (if applicable) through an annual evaluation process?

1 = Does not meet standard The board does not annually evaluate its school leader and CMO/EMO partners (if applicable).

2 = Approaching standard The board annually evaluates the school leader and CMO/EMO partners (if applicable); however, the evaluation is not comprehensive.

3 = Meets standard The board annually evaluates the school leader and CMO/EMO partners (if applicable) using a comprehensive evaluation document and procedures. The board uses this evaluation to determine employment and salary for the director and the status of its relationship with CMO/EMO partners.

4 = Exceeds standard The board annually evaluates the school leader and CMO/EMO partners (if applicable) using a comprehensive evaluation document and procedures. The board uses this evaluation to determine employment and salary for the director and the status of its

relationship with CMO/EMO partners. The board sets goals for the director/CMO/EMO based on the results of the evaluation.
<u>SY2022: Rating: __ 4 __</u>
Comments: The PiM board evaluates the Executive Director via board members, administrators, teachers and support staff giving feedback on performance plus a self-evaluation based on SMART Goals set with the Board President. A survey with a series of questions is followed with an opportunity for board member comments. They review all the evidence as a board and discuss comments, share findings and conversations with ED.
<u>SY2021: Rating: __ 4 __</u>
Comments: The PiM board annually evaluates the Executive Director; this was completed at the board’s March meeting. The Board uses a broad approach toward evaluating the Executive Director. With both board members, administrators, teachers and support staff giving feedback on performance. Additionally, the Executive Director also completes a self-evaluation based on SMART Goals that he set with the Board President.
<u>SY2020: Rating: __ 4 __</u>
Comments: The PiM board annually evaluates the Executive Director; this is a process that begins in February and is completed in April. The director’s evaluation includes feedback from teachers, board members, and members of the administrative team. The board also meets and determines areas of improvement and goals for the director.
<u>SY2019: Rating: __ 3 __</u>
Comments: The PiM board annually evaluates the Executive Director. A set of performance questions tied to the job description are sent to the board and administrators and a shorter version sent to the teachers as staff. The Executive Director also completes a self-evaluation based on SMART goals set annual in collaboration with the board president.
<u>SY2018: Rating: __ 3 __</u>
Comments: The PiM board instituted a new evaluation process and tool for the Executive Director in SY2018. The new evaluation is aligned with the job description. The board, administrative team as well as teachers and support staff are asked to provide feedback. The overarching areas reviewed are financial, operations, senior leadership and qualifications.
Source: Director evaluation, board minutes, interview with board chair, Quarterly Report 3, Renewal Site Visit

3.7 Does the school board have a board-approved professional development plan for the director (if applicable as required by <i>Minnesota Statutes 2015, 124E.07</i>)
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.
SY2022: Rating: __ 4 __
Comments: The Executive Director is a licensed administrator. As such, a development plan is not required.
SY2021: Rating: __ 4 __
Comments: The Executive Director is a licensed administrator. As such, a development plan is not required.
SY2020: Rating: __ 4 __
Comments: The Executive Director is a licensed administrator. As such, a development plan is not required.
SY2019: Rating: __ 4 __
Comments: The Executive Director is a licensed administrator. As such, a development plan is not required.
SY2018: Rating: __ 4 __
Comments: The Executive Director is a licensed administrator. As such, a development plan is not required.
Source: Board professional development plan, board minutes, director evaluation, Annual Reports , licensure look up

3.8 Does the board keep a board governance binder that includes bylaws, policies, board committee minutes and board packets?
1 = Does not meet standard The board does not keep a board governance binder.
2 = Approaching standard The board governance binder is not complete.
3 = Meets standard The board governance binder is regularly updated and well-organized.
4 = Exceeds standard The board governance binder is regularly updated, well-organized, and utilized by the board. The binder is present at board meetings and referenced as needed.
SY2022:Rating: __ 4 __
Comments: The board maintains a set of governance binders, which are available in the school’s main office. The board also maintains an electronic set of files which can be accessed from Google Drive as noted previously.
SY2021: Rating: __ 4 __
Comments: The board maintains a set of governance binders, which are available in the school’s main office. The board also maintains an electronic set of files which can be accessed from Google Drive as noted previously.

SY2020: Rating: __ 4 __

Comments: The board maintains a set of governance binders, which are available in the school's main office. The board also maintains an electronic set of files as noted previously.

SY2019: Rating: __ 3 __

Comments: The board maintains a set of governance binders, which are available in the Executive Director's office. The board also maintains an electronic set of files as noted previously.

SY2018: Rating: __ 3 __

Comments: The board maintains a set of governance binders, which are available in the Executive Director's office. The board also maintains an electronic set of files as noted previously.

Source: Governance binder, site visits, board minutes, **Quarterly Report 2**

3.9 Does the board review, update, and approve its policies such that they maintain compliance with state law and current best practices?

1 = Does not meet standard Board policies are outdated and not reviewed regularly.

2 = Approaching standard Board policies are reviewed and approved as needed, but are not comprehensively reviewed on a regularly scheduled basis.

3 = Meets standard Board policies are reviewed for content and legal compliance, updated, and approved on a regularly scheduled basis. Policies are utilized by the board to drive decision-making and are familiar to board members.

4 = Exceeds standard NOT APPLICABLE

SY2022: Rating: __ 3 __

Comments: PiM Arts High School's Board bylaws are provided to board members in August at the Annual Board Retreat for review. the board engages in a policy review schedule to work through all current board policies, this is overseen by the Governance Committee.

SY2021: Rating: __ 3 __

Comments: PiM Arts High School's Board utilizes a policy review schedule to help the board work through all current board policies. This work is driven by the Governance Committee which identifies policies that require updating or gaps in the policy slate and brings forward draft policies vetted through the Minnesota School Board Association and/or PiMs legal counsel to that larger board for consideration.

SY2020: Rating: __ 3 __

Comments: PiM Arts High School's Board is utilizing a policy review schedule to help the board work through all current board policies. This work is driven by the Governance Committee which identifies policies that require updating or gaps in the policy slate and brings forward draft policies vetted through the Minnesota School Board Association and/or PiMs legal counsel to that larger board for consideration.

SY2019: Rating: __ 3 __

Comments: PiM Arts High School’s Board is utilizing a policy review schedule to help the board work through all current board policies. This work is driven by the Governance Committee which identifies policies that require updating or gaps in the policy slate and brings forward draft policies vetted through the Minnesota School Board Association and/or PiMs legal counsel to that larger board for consideration.

SY2018: Rating: __ 3 __

Comments: PiM plans to review all policies in SY19. This process is being led by the Governance Committee. A review calendar will be established once this is completed.

Source: Board minutes, board policies, Governance binder, UST site visit, **Quarterly Report 2**

3.10 Does the board regularly review, update, and approve its bylaws?

1 = Does not meet standard Board bylaws have not been comprehensively reviewed during the contract period or contradict state and/or federal law.

2 = Approaching standard Board bylaws have not been comprehensively reviewed during the contract period, but only as needed.

3 = Meets standard The board has reviewed, updated, and approved its bylaws during the contract period and they do not contradict state and/or federal law.

4 = Exceeds standard NOT APPLICABLE

SY2022: Rating: __ 3 __

Comments: The PiM Board of Directors made updates to its bylaws in February 2021, the full board reviewed the bylaws at the August 2021 Board Retreat.

SY2021: Rating: __ 3 __

Comments: While the PiM board of directors had not made any updates to its bylaws since February 2017, the full board reviews the bylaws annually in August at the Board Retreat.

SY2020: Rating: __ 3 __

Comments: As in previous years the Board reviews the bylaws annually in August at the Board Retreat. The last update to the bylaws was February 21, 2017.

SY2019: Rating: __ 3 __

Comments: The Board reviews the bylaws annually in August at the Board Retreat. The last update to the bylaws was February 2017.

SY2018: Rating: __ 3 __

Comments: The Board reviews the bylaws annual in August at the Board Retreat. The last update to the bylaws was February 2017.

Source: Board minutes. Board bylaws, Governance binder, UST site visit, **Quarterly Report 2**

3.11 Does the board submit a complete board packet (including agenda, minutes, director report, other relevant documents, and financials (See 2.1)), to be received by UST 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
SY2022: Rating: 3
Comments: PiM uses a google drive for board members, the school's St. Thomas liaison has access to the drive and materials are posted in a timely manner.
SY2021: Rating: 3
Comments: PiM used a google drive for board members, the school's St. Thomas liaison had access to the drive and materials are posted in a timely manner.
SY2020: Rating: 3
Comments: PiM uses a google drive for board members, UST liaisons have access to the drive. Materials are posted in a timely manner.
SY2019: Rating: 3
Comments: As noted in 2.1, PiM transitioned to a team google drive for Board members, which provides access to monthly board packets for the current school year as well as archived board packets for previous years. Materials are posted in a timely manner.
SY2018: Rating: 3
Comments: As noted in 2.1, PiM transitioned to a team google drive for Board members, which provides access to monthly board packets for the current school year as well as archived board packets for previous years. Materials are posted in a timely manner.
Source: Monthly board packets; Board materials tracking document

3.12 Does the board understand and meet the requirements of the Open Meeting Law (Minnesota Statutes 2012, 13D)?
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.
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.
3 = Meets standard The board understands and meets the requirements of the Open Meeting Law.

4 = Exceeds standard NOT APPLICABLE
SY2022: Rating: ___ 3 ___
Comments: No open meeting law violations were observed or reported.
Y2021: Rating: ___ 3 ___
Comments: No open meeting law violations were observed or reported.
SY2020: Rating: ___ 3 ___
Comments: No open meeting law violations were observed or reported.
SY2019: Rating: ___ 3 ___
Comments: No open meeting law violations were observed or reported.
SY2018: Rating: ___ 3 ___
Comments: No open meeting law violations were observed or reported.
Source: Board minutes, ongoing correspondence, UST site visits

3.13 Does the school have strong academic and organizational leadership?

1 = Does not meet standard	The school presents significant concerns in two or more of the following areas with no evidence of a credible plan to address them: a) the leadership has insufficient academic and/or business expertise; b) turnover in leadership has been high and/or damaging to the school; c) roles and responsibilities among leaders and between leaders and the board are generally unclear; d) the school's leadership does not appear to actively engage in a process of continuous improvement; e) it has made few mid-course corrections in response to problems.
2 = Approaching standard	The school presents significant concerns in one of the following areas with no evidence of a credible plan to address them: a) the leadership has insufficient academic and/or business expertise; b) turnover in leadership has been high and/or damaging to the school; c) roles and responsibilities among leaders and between leaders and the board are generally unclear; d) the school's leadership does not appear to actively engage in a process of continuous improvement; e) it has made few mid-course corrections in response to problems.
3 = Meets standard	The school's leadership a) has sufficient academic and/or business expertise; b) has been sufficiently stable over time; c) has clearly defined roles and responsibilities among leaders and between leaders and the board; d) actively engages in a process of continuous improvement which has led to some mid-course corrections.
4 = Exceeds standard	The leadership displays exceptional academic and business expertise. Leadership turnover has been manageable and appropriate. Roles and responsibilities among leaders and between leaders and the

board are clear. The leadership has established exemplary processes to engage in continuous improvement which have led to significant enhancements to the school over time.

SY2022: Rating: __ 4 __

PiM has an experienced administrative team of an Executive Director, Director of Teaching and Learning, Director of Student Life, and Director of Outreach and Development. This team relies on clear roles and responsibilities, they collaborate in a supportive and respectful manner. Parents and families note that the administration and teachers are supportive and approachable. The team has focused on math.

SY2021: Rating: __ 4 __

Comments: PiM applies a team-based approach to the administrative structure, which includes an Executive Director (Director of Operations), all of which have been at PiM for a number of years. Additionally, this team-based leadership structure had provided stability in the learning environment and effective in its ability to provide growth and guidance in their area of focus. It is also important to note that the Director of Teaching and Learning is currently enrolled in a Master's of Educational Leadership program at Saint Mary's of Minnesota and is halfway complete.

SY2020: Rating: __ 4 __

Comments: PiM applies a team-based approach to the administrative structure, which includes an Executive Director (Director of Operations), all of which have been at PiM for a number of years. Additionally, this team-based leadership structure had provided stability in the learning environment and effective in its ability to provide growth and guidance in their area of focus. It is also important to note that the Director of Teaching and Learning is currently enrolled in a Master's of Educational Leadership program at Saint Mary's of Minnesota and is halfway complete.

SY2019: Rating: __ 3.5 __

Comments: PiM applies a team-based approach to the administrative structure, which includes an Executive Director (Director of Operations), Director of Teaching and Learning, Director of Student Life and Director of Outreach and Development. This structure allows each team member to focus on growth and provides guidance in their respective areas. Feedback is extremely positive about the structure, leadership, clarity of roles, support and stability in the learning environment provided by the team.

SY2018: Rating: __ 3.5 __

Comments: PiM's administrative structure includes an Executive Director (Director of Operations), Director of Teaching and Learning, Director of Student Life and Director of Outreach and Development. Feedback is extremely positive about the structure, leadership, clarity of roles and support provided by the team. Since this model was implemented four years ago, the team had been stable with only one transition at the beginning of SY2017.

Source: Annual Report, authorizer observation

3.14 Does the school exhibit a high level of parent satisfaction?

1 = Does not meet standard Less than 75% of parents surveyed (using the UST MN authorizing parent survey) indicate they are satisfied with the school.

2 = Approaching standard Between 75% and 84.9% of parents surveyed (using the UST-MN authorizing parent survey) indicate they are satisfied with the school.

3 = Meets standard Between 85% and 95% of parents surveyed (using the UST-MN authorizing parent survey) indicate they are satisfied with the school.

4 = Exceeds standard More than 95% of parents surveyed (using the UST MN authorizing parent survey) indicate they are satisfied with the school.

SY2022: N/A

No survey has been conducted in SY 2021-22. While the parents who participated in the site visit were not able to provide examples other than the survey of times when the school solicits their input, they did note that they feel heard and that the administration and teachers are approachable. They also expressed satisfaction with communication.

SY2021: N/A

Comments: In lieu of conducting its normal Parent Satisfaction survey because of the global pandemic the school elected to survey families on their experience in distance learning.

SY2020: Rating: 2

Comments: In lieu of conducting its normal Parent Satisfaction survey because of the global pandemic the school elected to survey families on their experience in distance learning.

SY2019: Rating: 3

Comments: The 2018-2019 parent satisfaction survey took place in May of 2019, and 104 families out of 297 responded, for a response rate of 35%. Which is a 6% increase from last year. 84.7% of families surveyed responded that they are satisfied or very satisfied with “their child’s school [PiM]”

SY2018: Rating: 3

Comments: In SY2018, 79 families out of 275 (29%) responded to the annual survey. 83.5% of parents rate overall satisfaction as 3 or higher (on a scale of 1-5) was 92.4% (83.5% rated the school a 4 or 5). Conversations with parents during UST formal site visits also indicate that parents are satisfied with both the academic and arts programs at the school.

Source: UST parent satisfaction survey, **Annual Report**

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

1 = Does not meet standard Fewer than 70% of teachers remained at the school last year (excluding retirements).

2 = Approaching standard Between 70 and 85% of teachers remained at the school last year (excluding retirements).
3 = Meets standard More than 85% 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%)
SY2022: Rating: __ 4 __
Comments: As reported by PiM 40 teachers were employed in the 2020-2021 school year. 5 teachers did not return for the 2020-2021 school year—retention rate of 87.75%.
SY2021: Rating: __ 3 __
Comments: As reported by PiM 40 teachers were employed in the 2020-2021 school year. 6 teachers did not return for the 2020-2021 school year—retention rate of 85.36% .
SY2020: Rating: __ 3 __
Comments: As reported by PiM 41 teachers were employed in the 2019-20 school year. 4 teachers did not return for the 2019-20 school year—retention rate of 87.87%.
SY2019: Rating: __ 2 __
Comments: As reported by PiM 33 teachers were employed in the 2018-19 school year. 8 teachers did not return for the 2018-19 school year—retention rate of 76.5%.
SY2018: Rating: __ 3 __
Comments: As reported by PiM 33 teachers were employed in the 2018-19 school year. 2 teachers did not return for the 2017-18 school year—retention rate of 91.3%. This is supported by feedback from teacher interviews, which indicate a strong staff culture and supportive relationships between colleagues and the administrative team.
Source: Annual Reports

3.16 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
SY2022: Rating: 3
Comments: No issues were noted during licensure checks using the MDE licensure look-up system.
SY2021: Rating: __ 3 __

Comments: No issues were noted during licensure checks using the MDE licensure look-up system.

SY2020: Rating: __ 3 __

Comments: No issues were noted during licensure checks using the MDE licensure look-up system.

SY2019: Rating: __ 3 __

Comments: No issues were noted during licensure checks using the MDE licensure look-up system.

SY2018: Rating: __ 3 __

Comments: A licensure check showed all educational staff are appropriately licensed as of fall 2017.

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

17. Does the school remain consistently full with retention rates at or above the school's agreed-upon target rates?

1 = Does not meet standard The school's actual enrollment consistently falls short of target enrollment (set in the July 1 budget) by 5% or more. Student retention rates are consistently below the school's agreed-upon target rates.

2 = Approaching standard The school's actual enrollment consistently falls short of target enrollment (set in the July 1 budget) by 1-4.9%. Student retention rates are consistently below the school's agreed-upon target rates.

3 = Meets standard The school is consistently fully enrolled. Student retention rates are generally at or above the school's agreed-upon target rates

4 = Exceeds standard The school is consistently fully enrolled. Student retention rates consistently exceed the school's agreed-upon target rates over the course of the contract or last three years.

SY2022:Rating: __ 3 __

Comments: In SY2022 school year, PiM began with 346 students. As of 12/7/21, 365 students were enrolled.

SY2021: Rating: __ 3 __

Comments: In SY2021 school year, PiM began with 348 students and ended with 346 students. Of the students who were enrolled on October 1, 23 students left after this date, and 38 enrolled. The school's retention rate was 99.4%.

SY2020: Rating: __ 3 __

Comments: In the 2019-2020 school year, PiM began with 351 students and ended with 333 students. Of the students who were enrolled on October 1, 62 students left after this date, and 43 enrolled. The school's retention rate was 94.8%.

SY2019: Rating: __ 3 __

Comments: In the 2018-2019 school year, PiM began with 305 students and ended with 291 students. Of the students who were enrolled on October 1, 37 students left after this date, and 44 enrolled. The school's retention rate was 95.4%.

SY2018: Rating: __ 1 __

Comments: Enrollment is a high priority for PiM. The school developed and is implementing a detailed and strategic plan for gradual growth. In SY18, PiM began with 287 and ended with 269. Of the students who were enrolled on October 1, 58 students left after this date. The school's retention rate was 80%.

Source: Annual Report, Quarterly Report #2

3.18 Does the school follow the admission policies and procedures outlined in law (Minnesota Statutes 2015, 124E.11)?

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

SY2022: Rating: __ 3 __

Comments: PiM's admission policy is aligned with applicable law, additionally the school appears to continue to follow the policies and procedures. No incidents of noncompliance were observed or reported.

SY2021: Rating: __ 3 __

Comments: PiM's admission policy is aligned with applicable law, additionally the school appears to continue to follow the policies and procedures. No incidents of noncompliance were observed or reported.

SY2020: Rating: __ 3 __

Comments: PiM's admission policy is aligned with applicable law, additionally the school appears to continue to follow the policies and procedures. No incidents of noncompliance were observed or reported.

SY2019: Rating: __ 3 __

Comments: PiM had an admission policy aligned with charter law.

SY2018: Rating: __3__

Comments: The admissions policy was updated in fall 2017 (to include foster children under preferences) and appears to follow charter law.

Source: Annual report, authorizer observation

3.19 Is the school's physical plant safe and conducive to learning?

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.
SY2022: Rating: __ 4 __
Comments: The facility continues to meet legal health and safety requirements and the school is well designed and furnished. The school is exploring options to adjust studio and performance spaces to continue to advance the mission of artistic achievement and academic rigor.
SY2021: Rating: __ 4 __
Comments: PiM’s facility met legal health and safety requirements and the school was well designed and furnished in a way that is not only welcoming and joyful but also conducive to advancing its mission of artistic achievement and academic rigor.
SY2020: Rating: __ 4 __
Comments: PiM’s facility met legal health and safety requirements and the school was well designed and furnished in a way that is not only welcoming and joyful but also conducive to advancing its mission of artistic achievement and academic rigor. Additionally, PiM had been leasing its space to local arts groups which helps to promote the school within the broader community and also with recruitment.
SY2019: Rating: __ 4 __
Comments: PiM recently moved to a new facility that was renovated in alignment with the school’s mission. The space provides a welcoming environment that is conducive to student learning.
SY2018: Rating: __ 4 __
Comments: PiM moved to a new facility in Eden Prairie at the beginning of the school year that provides a welcoming environment that is conducive to student learning. The new facility was renovated to meet student needs and programming. The new space appears to support both aspects of the school’s mission – academic and the arts. While students and staff grapple with the challenges of moving and additional space such as maintaining a close knit school culture and ease of collaboration, overall feedback is very positive.
Source: Authorizer observation

3.20 Does the school complete criminal background checks?
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.
4 = Exceeds standard NOT APPLICABLE

SY2022: Rating: __ 3 __

Comments: PiM continues to rely on a background check policy that requires BCA criminal history background checks for employees and volunteers (including all individuals who are offered the opportunity to provide coaching or mentoring services or other extracurricular academic coaching services to a school—regardless of whether compensation is paid). The school continues to notify parents and guardians of the employment background check policy via student handbook, a school policy guide, or other similar communication. This is done at the beginning of each school year and when new students enroll.

SY2021: Rating: __ 3 __

Comments: PiM had a background check policy that states, that PiM Arts High School requires criminal history background checks from the BCA for employees and volunteers, including all individuals who are offered the opportunity to provide coaching or mentoring services or other extracurricular academic coaching services to a school, regardless of whether any compensation is paid. Additionally, at the beginning of each school year or when a student enrolls, PiM Arts High School will notify parents and guardians regarding this policy on employment background checks by including it within the student handbook, a school policy guide, or other similar communication.

SY2020: Rating: __ 3 __

Comments: PiM had a background check policy that was updated in December 2018, which requires background checks “PiM Arts High School will request a criminal history background check from the superintendent of the Bureau of Criminal Apprehension (BCA) on all individuals who are offered employment with the school and on all individuals who are offered the opportunity to provide coaching or mentoring services or other extracurricular academic coaching services to a school, regardless of whether any compensation is paid.” Additionally the policy also states, “PiM Arts High School may request a criminal history background check on any individual who seeks to enter school premises as a school volunteer, independent contractor, or student employee.”

SY2019: Rating: __ 3 __

Comments: PiM had a background check policy that was updated in December 2018, which requires background checks for all individuals who are offered employment with the school and on all individuals who are offered the opportunity to provide coaching or mentoring services or other extracurricular academic coaching services to a school, regardless of whether any compensation is paid. The policy states that PiM may request a criminal history background check on any individual who seeks to enter school premises as a school volunteer, independent contractor, or student employee.

SY2018: Rating: __ 3 __

Comments: PiM had a background check policy, which requires all teachers, staff, students, teachers and members to complete a background check. Employment offers are contingent on the results.

Source: UST site visit, board chair interview, background check policy, **Quarterly Report 2**

Attachment #10 – Intervention Policy

UST 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 as well as the ensuing result. Official interventions require a response from the school's Board of Directors. An intervention level is determined by the severity of the concern and need not begin with level one or advance level-by-level.

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

Attachment #11 – School Closure Plan

School Closure Plan

The Charter School Board (the Board) is responsible for ensuring the School is closed in an orderly fashion according to Applicable Law. The Board’s closure duties include ensuring proper financial dissolution under MN Law Chapter 317A. The Board shall provide the University of St. Thomas (UST) with verification of completion of the items listed below. For the purposes of effectively closing the School, the date of charter revocation is the last date of the contract for non-renewals and the date of revocation established in the notice of termination for charter terminations. In the case of a voluntary termination this date will be established by the authorizer pursuant to the date the authorizer receives notice of the Board’s intent to turn over its charter.

The role of the authorizer in a closure process is to promptly notify the commissioner and resident district of the closure, and to monitor the closure proceedings undertaken by the Board to the extent possible.

Item	Description of Required Actions	School’s Responsible Party	Completion Date	Status
Immediate Board Actions				
1	<p>Establish <i>ad hoc</i> School Board Committee for wind-up / restructuring</p> <ul style="list-style-type: none"> <input type="checkbox"/> Designate School contact person(s) to send and receive communications from the UST; <input type="checkbox"/> Designate employees or School Board members who will handle various aspects of winding up of School operations; and <input type="checkbox"/> Provide contact information, and list of employees / School Board members and correspondent responsibilities to the UST. <input type="checkbox"/> Instruct contact persons to heed notification requirements for time sensitive notifications, if any. 			
2	<p>Reserve Funds Segregated by School Board resolution in a separate checking account up to \$50,000 in funds to be used for legal, accounting and other expenses to execute this Closure Plan and to dissolve the School Corporation.</p>			
Notifications and Further Actions				
3	<p>Notification of Parents / Guardians Within 10 days after charter revocation, notify parents / guardians and employees of school regarding the closure of the School, if such notification has not yet been made. Such notification shall include, but not be limited to, the following:</p>			

Item	Description of Required Actions	School's Responsible Party	Completion Date	Status
	<ul style="list-style-type: none"> <input type="checkbox"/> Date of the last day of regular instruction; <input type="checkbox"/> cancellation of any planned summer school; <input type="checkbox"/> notice to parents that enrollment of children in their district of residence or other school is mandatory under state law for children that are six years of age or older; <input type="checkbox"/> inclusion of a listing of the names of charter, parochial, public and private schools in the area; <input type="checkbox"/> indicate how transfer of student records will be handled and offer of copies of student records before the CHARTER REVOCATION; <input type="checkbox"/> indicate how the school will provide information and assistance to families that will help them to enroll their students in another school. <input type="checkbox"/> Provide the UST with a copy of the notice. 			
4	<p>Final Report Cards and Student Records Notice</p> <p>Within 7 days after CHARTER REVOCATION, provide parents / guardians with copies of final report cards and notice of where student records will be sent (the student's district of residence) and specific contact information.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The notice must advise the parent/guardian to contact the school where the student intends to enroll and to have the student's new school contact the student's district of residence to have the student's educational records transferred to the new school. <input type="checkbox"/> Provide the UST with a copy of the notice. 			
5	<p>Transfer of Student Records and Testing Material</p> <p>No later than 10 business days after CHARTER REVOCATION send student records to the student's district of residence, including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Individualized Education Programs (IEPs) and all records regarding special education and supplemental services; <input type="checkbox"/> student health / immunization records; <input type="checkbox"/> attendance records; and <input type="checkbox"/> information about any formal suspension, expulsion, and exclusion disciplinary action under sections 121A.40 to 121A.56 <input type="checkbox"/> all other student records. <input type="checkbox"/> provide UST with confirmation of records transfer 			

Item	Description of Required Actions	School's Responsible Party	Completion Date	Status
	<p>All end of school year grades and evaluations must be completed and made part of the student records, including any IEP / Committee on Special Education meetings / progress reports.</p> <p>As noted above, parents / guardians should be offered copies of students' records before CHARTER REVOCATION.</p> <p>Testing material, including scores, test booklets, and annual data files etc. required to be maintained by the School by the State Education Department must also be forwarded to the School's district of location.</p> <ul style="list-style-type: none"> <input type="checkbox"/> To the extent that scores, etc. will come into existence after the CHARTER REVOCATION, arrangements should be made with the testing agent to forward such material to the district of location. The school should also send a set of Individual Student Reports to resident district and parents. <input type="checkbox"/> Provide notice to informing the student and and the student's parent or guardian that formal disciplinary records will be transferred as part of the student's educational record, in accordance with data practices under chapter 13 and the Family Educational Rights and Privacy Act of 1974, United States Code, title 20, section 1232(g)." 			
6	<p>Notification of School Districts</p> <p>Within 7 days after the charter revocation, the School must notify school district(s) of students' residence regarding the termination of the education program and lack of future enrollment.</p> <ul style="list-style-type: none"> <input type="checkbox"/> If applicable, notification regarding cessation of food and transportation services should be provided. <input type="checkbox"/> Provide notice to the districts that arrangements should be made to pick up any district property; e.g., borrowed books, nursing equipment. <input type="checkbox"/> Provide UST with a copy of the notice. 			
7	<p>Notification of Funding Sources / Charitable Partners</p> <p>Within 7 days after CHARTER REVOCATION, all other sources of the School's operational funding must be notified in writing of the closure of the School as well as charitable partners of the School.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The School should not accept further loans from management companies, etc. nor otherwise incur additional liability. However, it may continue to accept gifts from charitable partners as long as the charity is aware of the School's closure / restructuring status. 			

Item	Description of Required Actions	School's Responsible Party	Completion Date	Status
	<input type="checkbox"/> Charities with property on the premises of the School should be notified to remove the same as soon as possible or after CHARTER REVOCATION, whichever is appropriate.			
8	<p>Notification of Contractors and Termination of Contracts</p> <p>Within 20 days after charter revocation, formulate a list of all contractors with contracts in effect, and notify them regarding cessation of current school operations at CHARTER REVOCATION.</p> <ul style="list-style-type: none"> <input type="checkbox"/> If applicable, instruct contractors to make arrangements to remove any contractor property from the School facility by a date certain, e.g., copying machines, water coolers, other rented property. <input type="checkbox"/> Provide the UST with a copy of such notice. <input type="checkbox"/> Retain records of past contracts with proof that they were fully paid (<i>see</i> Records Retention, below) to prevent spurious claims. <p>As appropriate, and to the extent possible, terminate contracts for goods and services as of the last date such goods or services will be needed to the extent not necessary for the educational program or wind-up of the School.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Telephone, gas, electric, water, insurance (premises and D&O insurance, <i>see</i> below) should remain in operative through the CHARTER REVOCATION and to the extent necessary to wind up the School's affairs beyond that time. 			
9	<p>Notification of Employees and Benefit Providers</p> <p>After an employee termination date is established, but in no event later than 60 days before CHARTER REVOCATION, notify all employees of termination of employment and/or contracts, and notify benefit providers of pending termination of all employees. Further notify employees and providers of termination of all benefit programs, and, if allowable, terminate all programs as of the last date of service in accordance with applicable law and regulations (i.e. COBRA), including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> health care / health insurance; <input type="checkbox"/> life insurance; <input type="checkbox"/> dental plans; <input type="checkbox"/> eyeglass plans; <input type="checkbox"/> cafeteria plans; <input type="checkbox"/> 401(k), retirement plans; and <input type="checkbox"/> pension plans. <input type="checkbox"/> TRA 			

Item	Description of Required Actions	School's Responsible Party	Completion Date	Status
	<p><input type="checkbox"/> PERA</p> <p>Specific rules and regulations may apply to such programs especially teacher's retirement plans so legal counsel should be consulted.</p> <p>Employees should be notified of eligibility for unemployment compensation. (In the event the School has not paid into the unemployment program on an ongoing basis, the School may have significant financial liability on an ongoing basis after the CHARTER REVOCATION, and reserve funds should be set aside for this purpose.) See School Wind-Up Plan and Action regarding payment of taxes, below.</p>			
10	<p>Notification of Food and Transportation Services and Cancellation of Contracts</p> <p>Within 20 days after the charter revocation, or earlier if required by the contractual notice requirements, cancel school district or private food and/or transportation services for summer school and next school year.</p>			
11	<p>Notification of UST Regarding Lawsuits</p> <p>As soon as possible after receiving notice and/or service of process regarding litigation against, or initiated by, the School, School Board or School employees, notify the UST and provide copies of legal papers received.</p> <p>The School has an ongoing obligation to keep the UST informed regarding such litigation, including bankruptcy, whether voluntary or involuntary, and to provide copies of all filings.</p>			
Assets, Creditors and Debtors				
12	<p>List of Creditors and Debtors; UCC Search</p> <p>Within twenty days after the charter revocation, formulate list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor.</p> <p><input type="checkbox"/> This list is not the same as the contractor list, above, but may include contractors, which should be listed.</p> <p><input type="checkbox"/> Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. Security interests may be recorded and filed pursuant to the Uniform Commercial Code (UCC) with the county and State of Minnesota, and may include all of the assets of the School Corporation or specific assets in which a creditor has an interest as long as such debt remains outstanding.</p>			

Item	Description of Required Actions	School's Responsible Party	Completion Date	Status
	<ul style="list-style-type: none"> <input type="checkbox"/> A UCC search should be performed by the School to determine if there are any secured creditors and to what assets security interests are attached. <input type="checkbox"/> Debtors include persons who owe the school fees or credits, lessees or sub-lessees of the School, and any person holding property of the School. <input type="checkbox"/> Provide a copy of the list of creditors to the UST with the amount owed to each creditor thereon and the amount owed by each debtor. 			
13	<p>Notification to Creditors</p> <p>Within thirty days after the charter revocation, the School must notify all creditors of its closure.</p> <p>The School should solicit from each creditor a final accounting of the School's accrued and unpaid debt owed to such creditor. This figure should be compared to the School's calculation of the debt and be reconciled between the parties.</p> <p>To the extent possible, the School should also begin to negotiate a settlement of debts, which is ultimately consummated by a settlement agreement reflecting satisfaction and release of the existing obligations, if possible.</p>			
14	<p>Notification to Debtors</p> <p>Within thirty days after the charter revocation, the School must contact all debtors and demand payment. To the extent collection efforts are unsuccessful, the School may turn the debt over to commercial debt collection agencies. All records regarding such collection or disputes by debtors regarding amounts owed must be retained.</p>			
15	<p>School Wind-Up Plan and Action</p> <p>The School Corporation shall collect debts, dispose of assets and negotiate with and pay creditors in an orderly fashion in accordance with a timetable and plan adopted by the School's board of directors. Priority should be given to continuing the School's educational program through the end of the school year and retaining funds to complete the wind-up process.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The initial plan should be adopted within 20 days of charter revocation, and be updated at least bi-weekly with copies to the UST. The plan should include, but not be limited to, the following. <input type="checkbox"/> Termination of non-essential personnel and cancellation of non-essential services prior to CHARTER REVOCATION. <input type="checkbox"/> Make final federal, state and local tax payments (every employer, including the School, which pays wages to employees is responsible for withholding, depositing, paying, and reporting 			

Item	Description of Required Actions	School's Responsible Party	Completion Date	Status
	<p>federal, state and local income tax, social security taxes, and federal unemployment tax for such wage payments).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Auction / sale of assets in a manner that avoids conflicts of interest, and maximizes net revenue to the extent permitted by ongoing agreements with existing creditors. (See Liquidation of Assets, below.) <input type="checkbox"/> Liquidation or closing of bank accounts according to a schedule that minimizes fees but leaves the School enough flexibility to pay creditors, attorneys, accountants, etc. during the course of the wind-up, including funds for a final audit, and (if the School Corporation does not submit or the board of directors do not approve a renewal application), for dissolution. <input type="checkbox"/> Cancellation of corporate credit cards and lines of credit. <input type="checkbox"/> Change authorized signatures on accounts as needed to reflect changes in persons authorized to implement the winding down operations of the School Corporation, and employment, contract and School Board status of those authorized to sign for the School. <input type="checkbox"/> Status reports on the implementation of the School Wind-Up Plan to be submitted to the UST through Interim Statements and a Final Statement (below). 			
16	<p>Protection of Assets; Insurance</p> <p>The School's assets and any assets in the School that belong to others must be protected against theft, misappropriation and deterioration.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Existing insurance coverage should be maintained on the assets until the disposal of such assets. In accordance with the Wind-Up Plan. <input type="checkbox"/> Continue existing insurance for School Facility, vehicles and other assets until 1) disposal or transfer of real estate or termination of lease, and 2) disposal, transfer or sale of vehicles and other assets are sold, respectively. <input type="checkbox"/> Negotiate School Facility insurance with entities that may take possession of School Facility – lenders, mortgagors; bond holders, etc., if possible. <input type="checkbox"/> Appropriate security services should be obtained or maintained. <input type="checkbox"/> Action may include moving assets to secure storage after closure or loss of the School Facility. 			
17	<p>Inventory</p> <p>No later than 30 days prior to CHARTER REVOCATION, <u>all</u> of the School's assets must be inventoried with item #'s and quantities and/or its inventory updated.</p> <ul style="list-style-type: none"> <input type="checkbox"/> All assets of the School, not just ones over a certain dollar value must be inventoried. 			

Item	Description of Required Actions	School's Responsible Party	Completion Date	Status
	<ul style="list-style-type: none"> <input type="checkbox"/> Provide UST with a copy of the inventory. <input type="checkbox"/> Identify assets belonging to other entities (school district, county, municipality, health department, Authorizing foundation, vendors, PTA, etc.), including those borrowed or loaned. <input type="checkbox"/> Identify assets encumbered by the terms of a contingent gift, grant or donation, or a security interest. <input type="checkbox"/> Return assets not belonging to School and document same. 			
18	<p>Liquidation of Assets</p> <p>Assets must be liquidated in a commercially reasonable manner in accordance with Department of Education expectations including, but not limited to, sale by way of auction, sealed bidding or other commercially reasonable sales methods to the extent permitted under agreements with existing creditors and to the extent such assets are free and clear of any liens or encumbrances. If an asset is subject to a lien, encumbrance or security interest (above), the secured party should be contacted.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pursuant to MN Statute 317A.735, no asset may be given away, except as authorized by law. In cases where the cost of disposing of an asset will exceed the cost to be received at sale or auction, it may be permissible to give away or discard such assets. However, this should be cleared from the largest or sole creditor(s) in advance. <p>School Board members and their relatives as well as employees and students of the School should not purchase any asset unless the purchase is disclosed to the School Board and the disclosure is made a matter of record in the School Board's minutes and approved by a majority of the non-interested members of the School Board.</p>			
19	<p>D&O Insurance</p> <p>Maintain existing directors and officers liability (D&O) insurance, if any, until final dissolution of the School Corporation. If no such D&O insurance exists, disclose this fact to the board of directors.</p>			
20	<p>Interim Statements</p> <p>No later than 10 days after CHARTER REVOCATION, prepare, and submit to the UST, an interim statement in a form satisfactory to the UST, of the status of all contracts and other obligations of the School Corporation, and all funds, including principal and accrued interest, owed to, and by, the School Corporation, with supporting evidence showing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> all creditors or former creditors, any amounts paid to creditors (or in-kind exchanges of assets), and any amounts of debt of the School or School Corporation outstanding, including principal and accrued interest, as of the date of the interim report; and 			

Item	Description of Required Actions	School's Responsible Party	Completion Date	Status
	<ul style="list-style-type: none"> <input type="checkbox"/> all amounts owed to the School Corporation by debtors, any amounts paid by debtors, and whether any debtors have paid in full, and any amounts outstanding; and <input type="checkbox"/> all income generated through sale or auction of assets and any other change in status of assets. <p>The School will prepare and submit such statements to the UST at 30 day intervals until the final statement (below) is prepared and submitted.</p>			
21	<p>Final Statement</p> <p>At a date to be determined by the UST, anticipated to be no later than 90 days after CHARTER REVOCATION, no later than 10 days prior to the filing of a dissolution proceeding, the School shall prepare to the full satisfaction of the UST a final statement of the status of all contracts and other obligations of the School Corporation, and all funds owed to the School, audited (or confirmed) by an independent accountant, with supporting evidence showing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> all assets and the value and location thereof, whether such asset has been distributed to creditors in satisfaction or payment of any existing debt obligation; and <input type="checkbox"/> each remaining creditor and any and all amounts owed to each creditor, including principal and accrued interest through the date of such statement; and <input type="checkbox"/> statement that (a) all debts have been collected, or (b) that good faith efforts have been made to collect same, and <input type="checkbox"/> each remaining debtor of the School or School Corporation and the amounts owed by each debtor, including principal and accrued interest. <input type="checkbox"/> This statement is submitted to the UST in the form in which it will be sworn and submitted to the MN Attorney General and/or MN Secretary of State as part of any dissolution proceeding. <input type="checkbox"/> This statement is in addition to the final Financial Statement Audit (below). 			
Corporate Records / Accounting				
22	<p>Final Financial Statement Audit</p> <p>The School must have a financial statement audit performed in accordance with the Charter and the Act no later than November 1st of the calendar year in which the School ceases instruction.</p>			
23	<p>Closeout of State and Federal Grants</p> <p>State, federal and other grants must be closed out, including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> notification to the grant entity of the School closure; and <input type="checkbox"/> filing of any required expenditure reports or receipts and any required program reports. 			

Item	Description of Required Actions	School's Responsible Party	Completion Date	Status
	The School Corporation should continue to pursue grant funds to which it is entitled, provided that it fully discloses its current situation and intentions with respect to closure. The School Corporation should not seek or accept grant funds for future school years when the School will be closed. Grant status should be noted on financial statements.			
24	<p>U.S. Dept. of Education Filings</p> <p>File Federal form 269 or 269a if the School was receiving funds directly from the United States Department of Education. <i>See</i> 34 CFR 80.41.</p>			
25	<p>IRS Status; Reports</p> <p>The School Board must continue to take all steps necessary to maintain its 501(c)(3) status, including, but not limited to, the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> notification to IRS regarding any address change of the School Corporation; and <input type="checkbox"/> filing of required tax returns or reports (e.g., IRS form 990 and Schedule A). <input type="checkbox"/> If the School Corporation proceeds to dissolution, notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the UST. 			
26	<p>Corporate Records</p> <p>In all cases, the School Board shall maintain all corporate records related to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Loans, bonds, mortgages and other financing; <input type="checkbox"/> Contracts; <input type="checkbox"/> Leases; <input type="checkbox"/> Assets and asset sales; <input type="checkbox"/> Grants -- records relating to federal grants must be kept in accordance with 34 CFR 8042. <input type="checkbox"/> Governance (Minutes, by-laws, policies); <input type="checkbox"/> Employees (background checks, personnel files); <input type="checkbox"/> Accounting/audit, taxes and tax status, etc; <input type="checkbox"/> Personnel, <input type="checkbox"/> Employee benefit programs and benefits; and <input type="checkbox"/> Student summary test data files 			

Item	Description of Required Actions	School's Responsible Party	Completion Date	Status
	<input type="checkbox"/> Any items listed in this Closure Plan. In the event the School Corporation is dissolved, any and all records not previously sent to the school district of the School's location should be sent to that school district.			
Dissolution / Final Distribution of Assets				
27	Resolution of Dissolution The School Board must adopt a resolution that the School Corporation be dissolved and proceed to file the same with the MN Attorney General and/or MN Secretary of State.			
28	Dissolution If the School Corporation dissolves, the School Board must follow the dissolution provisions in its articles of incorporation and applicable laws. This may include: <ul style="list-style-type: none"> <input type="checkbox"/> a complete statement of all assets, their location and an estimate of their value; and <input type="checkbox"/> a statement of the ascertainable debts of the education corporation. Whenever the Charter or an order of dissolution is made, the members of the School Board or other custodian of the records of the School have the duty to properly maintain the permanent records of the School according to law and stored in a secure, locked container. Copies of all papers related to dissolution should be sent to the UST. Members of the School Board are empowered to continue in office even after the expiration of the Charter and dissolution of the School Corporation for the purpose of winding-up and settling the affairs of the School Corporation, and after the dissolution of the School Corporation.			
29	Final Distribution of Assets All liabilities and obligations of the School must be paid and discharged (or a dequate provision must be made therefore) to the extent of the School's assets. Any assets held subject to a lien, encumbrance, security interest or other written conditions or limitations must be disposed of in accordance with and subject to those conditions or limitations. Assets received and held by the School subject to limitations permitting their use only for charitable, benevolent, educational, or similar purposes, but not held upon condition requiring return or with specific disposition instructions, shall be held until dissolution and transferred or conveyed to one or more charter schools in the school district or to the school district.			

Item	Description of Required Actions	School's Responsible Party	Completion Date	Status
	<ul style="list-style-type: none"> <li data-bbox="296 310 1377 391">❑ An itemized receipt must be obtained from each recipient of an asset containing the name, address and telephone number of the recipient. (In case of later question, audit or review by federal bankruptcy or state supreme court, or other governmental body.) <li data-bbox="296 407 1377 488">❑ In closing out any federal grant and accounting for any federal grant funds, property owned by the federal government or property acquired under a federal grant must be distributed in accordance with federal regulations. 			