

CHARTER SCHOOL / AUTHORIZER AGREEMENT

The University of St. Thomas (hereinafter “Authorizer”) and **COMMUNITY OF PEACE ACADEMY** (hereinafter “School”) are entering into this Agreement as of July 1, 2023 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 **Community of Peace Academy** 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 4 years, commencing on the date of this Agreement, **July 1, 2023** as identified above, and continuing through **June 30, 2027** unless terminated earlier pursuant to Sections 9 or 10 of this Agreement.

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 Web site.

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: 471 Magnolia Ave E, St. Paul MN 55130**

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.

7.15 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.

7.16 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).

7.17 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.

7.18 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.

7.19 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.

7.20 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

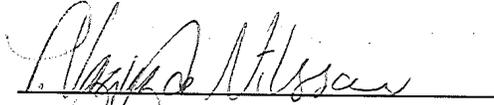
Applicable Law, or reliance by the Authorizer on information supplied by the School or its representatives. This indemnification also applies to the commissioner and department officers, agents, and employees notwithstanding *Minnesota Statutes* §3.736. In the event of any litigation between the School 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: As of this _____ 8 _____ day of _____ August _____, 20__ 25__.

We, the undersigned, agree to the contract revisions between the University of St. Thomas and Community of Peace Academy.

Community of Peace Academy, a Minnesota Charter School



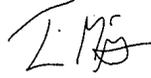
Board Chair

Teresa Vasquez De Nillson

Print Name

09/23/2025

Date



School Director

Tim McGowan

Print Name

09/23/2025

Date

University of St. Thomas, a Minnesota Higher Education Authorizer



Signature

Robert K. Vischer

Print Name

9/19/2025



Signature

Terry Moffatt

Print Name

9/19/2025

Charter Application Information Program

Description

Community of Peace Academy was founded 27 years ago to provide a diverse population of students with a solid academic foundation accompanied by a strong focus on character education and student/family relationships. For nearly three decades, CPA has remained true to this founding mission and vision. In 2018, as part of a Strategic Planning process, school leadership and the Board recommitted themselves to those founding principles, but revised the mission and vision statements to be more clear, concise and impactful.

Mission

Fostering academic excellence and character development through the education of the whole person—mind, body and will.

Vision

Creating an educated, ethical and empowered community.

Core Values

Academic Excellence

CPA students are prepared to thrive and to lead in a multicultural 21st century world with confidence, compassion, intelligence and positive regard for all.

Relationships

At CPA learning happens through relationships and thrives within a caring and value-rich community.

Peace

CPA is a diverse community of students, parents and staff dedicated to creating a peaceful school environment in which all members are treated with unconditional positive regard.

Declaration of Primary and Secondary Purpose

CPA addresses the primary purpose of charter schools outlined in Minnesota Statutes 124E.01, subd. 1., to improve all pupil learning and all student achievement, and the following secondary purposes:

1. Increase opportunities for students.
2. Encourage the use of different and innovative teaching methods.
3. Establish new forms of accountability for schools.
4. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

Scope of Program

Grades served

CPA serves students in grades PreK through 12.

Number of students served

CPA serves approximately 841 students, or 90% of the total enrollment capacity of 934 students, in the 2022-2023 school year. At present, CPA offers two sections per grade in PreK, Kindergarten, and Grades 4 through Grade 12. Two sections are offered in Grade 1 through Grade 3 with plans to add one section per year until we reach full capacity. Once fully enrolled, CPA will serve approximately 75 students per grade level: 3 sections of 16 students in PreK, and three sections of 25 students in grades K-12, for a total projected enrollment of 1009 students. To offset natural attrition, CPA has adopted an over-enrollment allowance of +2 students per section. With that over-enrollment allowance, total enrollment capacity is 1086 students.

Prekindergarten Instructional Program

Assessment of Prekindergartners

Community of Peace Academy assess prekindergartners in multiple ways. COR Advantage, a VPK approved comprehensive assessment, is used to assess each of the domains of the Early Childhood Indicators of Progress.

CPA also uses FastBridge literacy and mathematics assessments across the Elementary school. FastBridge Assessments are used as a universal screening tool to ensure that we have the data needed to provide timely, targeted supports. FastBridge combines Computer-Adaptive Tests (CAT) and Curriculum-Based Measures (CBM).

PreK teachers also use daily, teacher-developed formative assessments. CPA's PreK teachers are licensed, trained teachers and participate in the same professional learning that all elementary teachers at CPA participate in.

Finally, CPA uses early childhood screening during the first 90 days of pre-kindergarten to assess students' developmental levels. Parents participate in the assessment process in that they receive progress reports and participate in conferences where they talk with teachers about what is expected of students, whether their child is meeting expectations or not, and about the next steps in development.

Screening of Prekindergartners

Before entering CPA's PreK for Peace, parents are encouraged to complete their child's early childhood screening through their resident district or other appropriate screening center. Approximately 80% of PreK students have an early childhood screening completed upon enrollment into PreK. For those students who do not, the early childhood screening is completed by a team of trained professionals on site, lead by CPA's school nurse and school psychologist. Students who do not pass one or more domains on their early childhood screening may be flagged for re-screening and/or for special education evaluation.

Should early childhood screening suggest that a child may have a disability, or if a parent or teacher is concerned that it may be a possibility, CPA teachers fill out an in-house created tool called "Early Childhood Special Education Referral Information Form."

Target Population

Since its inception, CPA's desire has been to serve a "racially and culturally diverse community of students and staff." This was articulated in our founding mission statement and remains a strong value, evidenced by our current demographics. CPA remains committed to its founding principle of offering a value-rich, whole-child school choice to families who have traditionally been excluded from similar private school options due to financial barriers. CPA complies fully with Minnesota statute 124E.11 governing charter school admission and enrollment.

Location

CPA is committed to its current location at 471 Magnolia Avenue East on the East Side of St. Paul, Minnesota. When planning for expansion, after exploring options for a second school site, CPA opted for an on-site facility addition to accommodate the growth described above. That facility expansion was completed in 2020.

School Calendar

CPA operates a traditional school calendar, in accordance with Minnesota statute 120A.41 governing length of school year and hours of instruction.

Transportation

CPA provides free school bus transportation to and from school for all students who live within the city limits of St. Paul and who are not within walking distance of the school. CPA provides specialized transportation for eligible students with educational disabilities, and arranges transportation for eligible highly mobile or homeless students in accordance with the McKinney-Vento Homeless Assistance Act.

Description of Educational Model and Philosophy

Statement of Philosophy

CPA's educational philosophy is that learning happens through relationships and it thrives within a respectful, peaceful and value rich community.

Description of Model

CPA provides a traditional, career and college readiness program with an intentional emphasis on character education and moral development.

Description of Online Programming

CPA offered Distance Learning in compliance with MDE guidelines during COVID-19 health pandemic but has since returned to in-person learning for all students.

Critical Programmatic Elements

- Annual Home Visits serve as the cornerstone of a strong home-school relationship. Since the onset of the COVID-19 health pandemic, CPA has shifted to a Virtual Home Visit model, which has been successful in maintaining strong home-school relationships.
- Character development and ethical decision-making are taught and practiced.

- CPA remains dedicated to service learning opportunities at each grade level, slowly reintroducing the model to select grade levels since the return to in-person learning.
- Responsive Classroom (grades PreK-4) and Developmental Designs (Grades 5-12) are practiced schoolwide in support of strong and caring classroom communities.
- The Peacebuilders, Inc. violence prevention program is implemented schoolwide in support of a safe and cooperative school environment.
- Student-Student, Student-Staff, and Staff-Staff relationships are the foundation of a positive school environment and academic success.

Services for Special Populations

Special Education

CPA provides or arranges for a full continuum of services for students with educational disabilities, in accordance with Chapter 125A of Minnesota's education code.

The district-wide rate of students receiving special education services as of October 1, 2023 is 16.7%, or 139 students. At CPA Elementary that rate is 14.8%, or 46 students. At CPA Middle School, the rate is 15.8%, or 43 students, while at CPA High School the figure increases to 20.0% or 50 students, a result of students with IEPs making up a much higher than average percentage of all new student enrollment into the secondary program, consistent with CPA's reputation for success with at-risk learners.

A full team of special education professionals collaborate to carry out the school's special education responsibilities. At CPA Elementary, two contracted part-time Early Childhood Special Education Teachers are assigned to grades PreK and K, while three Special Education Teachers serve eligible students in grades 1/2 and 3/4. Four special education teachers serve CPA Middle School, two at grades 5/6 and two at grades 7/8. At CPA High School, four special education teachers are assigned, two serving grades 9/10 and two teachers serving grades 11/12.

CPA contracts for two full-time Speech/Language Pathologists, two full-time School Psychologists, two full-time Occupational Therapists, and a part-time Deaf/Hard of Hearing Teacher from Twin Cities Education Consultants. Finally, a portion of each of CPA's three School Social Workers' time is coded to special education. These Special Educators are supported by a team of sixteen Special Education Paraprofessionals, a full-time Special Education Coordinator and a full-time Due Process/Coaching Specialist. In addition, CPA contracts with NOVA Education Consultants for Special Education Director services.

CPA engages in accurate and responsible financial oversight and reporting for its special education program. Special education costs are offset by state special education aid reimbursement and tuition billing, and are supplemented by federal special education aid. Unreimbursed special education costs are subsidized by the general fund. Special education financial oversight is provided through a contract for services with BerganKDV for comprehensive financial management, in collaboration with the Special Education Director.

English Language Learners

The English Learner (EL) rate is 31.1% district-wide, or 259 students. At CPA Elementary that rate is 41.3%, or 128 students. At CPA Middle School, the rate is 25.6%, or 70 students, while at CPA High School the figure decreases to 24.4% or 61 students, based on October 1, 2023 data.

At CPA Elementary, three EL Teachers provide direct language instruction and push-in support to English Learners in grades K-4. In addition, an EL teacher works with PreK teachers to support ELD students through active play twice per week, and bilingual Hmong-English and Spanish/English speaking paraprofessionals provide native language support to English Learners in PreK through Grade 2. At both CPA Middle School and CPA High School, two full-time EL teachers provide EL services to eligible students through a combination of push-in support and direct EL instruction through elective classes. EL Teachers also collaborate with general education teachers to support the academic growth and English language development of English Learners, and administer academic and language assessments for the purpose of establishing eligibility for EL services and for state EL accountability purposes. The identification of English Learners for service occurs in accordance with state and federal regulations, as outlined in Community of Peace Academy's Language Instruction Education Program (LIEP).

Gifted Students

In accordance with Minnesota Statute 120B.15, CPA identifies gifted and talented students and provides them with challenging and appropriate educational programs. Community of Peace Academy adheres to board-approved Early Admission to Kindergarten procedures, which are posted on the school's website: <https://www.cpapk12.org/prospective-families/admission/>. In addition, CPA uses state, district and grade level summative and formative assessments to identify and monitor students' academic achievement levels. Students who demonstrate consistent superior academic performance in one or more academic areas are considered for gifted and talented programming.

Gifted and talented programming is personalized to the student and determined on a case by case basis by a school-based team of educators, coaches, administrators, and the students' parents. The school social worker and school psychologist are consulted as appropriate on the social, emotional and developmental readiness in cases where grade acceleration is being considered. Examples of gifted and talented programming offered include individual and small group challenge projects, online and independent study, grade acceleration for a specific content area, overall grade acceleration, and referral to the St. Paul Public Schools for gifted and talented assessment and services.

Governance and Management Plan

Organizational Structure

CPA is a charter district comprised of three schools, CPA Elementary, CPA Middle School and CPA High School. Preschool 4 Peace is a 4-Star Parent Aware rated and Voluntary PreKindergarten funded PreK program housed at CPA and included as part of the CPA Elementary.

School Management and Administration

CPA's leadership team consists of Executive Director Tim McGowan, Elementary Principal Molly Huml, Middle School Director Joe Doll and High School Principal Jason Carver. Bibishe Lusambo, Kenan Moore and Rich Torres serve as Deans of Students, while the Instruction Coach team consists of Erin Fiege as PreK-4 Instructional Coach, Nico Zbacnik as PreK-8 Math Coordinator and Coach, Aaron Tepp as the 5-8 Instructional Coach/District Assessment Coordinator, and Ann Ericson as High School Instructional Coach. Bryan Farkas provides special education leadership as Special Education Coordinator, while Megan Olsen oversees English Learner programming as EL Coordinator.

The CPA leadership team is a healthy mix of veteran CPA employees, middle-career administrators and leaders, and a few emerging leaders. This optimal leadership team configuration has preserved the institutional knowledge needed for the school to remain true to its mission, vision and founding principles, while at the same time ensuring the organizational growth needed to respond to changing times and needs. Notably, CPA is especially proud of the increasing racial diversity of the leadership team; four out of seven members of the core leadership group of Executive Director, Principals and Deans are individuals of color.

Board of Directors

In accordance with Board bylaws, which were most recently revised in April 2016, CPA's Board of Directors is a nine-member, no-majority board comprised of three teachers, three parents and three community members. Board committees include the Facility Committee, Finance Committee, and Mission and Policy Committee. Board task forces are established as necessary, and in recent years have included a Technology Task Force, a Branding and Marketing Taskforce, Schoolwide Oversight Task Force and a Governance Task Force. Committee participation is expected of each board member. In addition, all CPA certified staff members are welcome to participate on Board Committees and on select task forces as interested.

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 language of the individual goal 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

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

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.

Minnesota Comprehensive Assessment Measures

The Minnesota Comprehensive Assessment (MCA) Measures data includes the current MCA and MTAS assessments 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/MTAS Proficiency Reading Well By Third Grade

Third grade students should be proficient in reading as demonstrated on the third grade MCA test.

MCA/MTAS Proficiency

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

MCA/MTAS 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.

*Schools may elect to have the progress of students qualifying for English Learner services assessed using the percentage of English Learners meeting their target on the ACCESS or Alternate ACCESS assessment rather than using MCA/MTAS proficiency. Schools must select the method of evaluation, final goal is included in the evaluation rubric. CPA has selected the ACCESS goal.

MCA/MTAS 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/MTAS 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.

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. CPA has selected the Fastbridge Assessment for Grades K – 12.

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 fall to spring of each school year. These measures provide another way to analyze the school’s academic progress.

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

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

Mission Specific Academic and Alignment Measures

Mission Specific Academic Goal

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

Academic Program Alignment to Mission and Vision

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.

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 cash flow 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 if applicable

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.
- Demonstrated commitment to continuous learning by school leadership, teachers and staff.
- Engagements of families in students' education.
- Provision of a safe, welcoming and equitable learning environment.
- 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. Title IX of the Education Amendments of 1972 (20 U.S. C. 1681)
 - h. Applicable state and local health and safety requirements. The school must maintain a safe facility that is conducive to learning.
 - i. Minnesota Human Rights Act (Chapter 63)
 - j. Equal opportunity in athletic programs (Minn. Stat. 121A.04)
 - k. Minnesota Pupil Fair Dismissal Act (Minn. Stat. 124A.40 to 121A.56)
 - l. Minnesota Public Schools Fee Law (Minn. Stat. 123B.34 to 123B.39)
 - m. Educational data and records (Minn. Stat. 13.32, 120A.22 subd. 7, and 121A.75)
 - n. Student legal records (Minn. Stat. 260B.171 subds. 3 and 5)
 - o. The Pledge of Allegiance (Minn. Stat. 121A.11 subd. 3)
 - p. Revenue for a charter school (Minn. Stat. 124E.20)
 - q. PERA and TRA (Minn. Stat. 353, 354, and 354a)
 - r. Ongoing presence of management and financial controls required by Section 8 of the contract
 - s. Administration of an open enrollment process and lottery pursuant to Section 7 of the contract
 - t. Public Employment Relations Act (Minn. Stat. 179A)
 - u. School district audit requirements (Minn. Stat. 123B.75 to 123B.83)
 - v. 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.

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

SECTION I – IS THE LEARNING PROGRAM A SUCCESS?

1.1 3rd Grade MCA Reading Proficiency: Are students proficient in reading?	
1 = Does not meet standard	Less than 40% of are proficient in reading.
2 = Approaching standard	40-55.0% of students are proficient in reading.
3 = Meets standard	55.1%-75.0% of students are proficient in reading.
4 = Exceeds standard	More than 75% of students are proficient in reading.
Rating: Enter the number that most closely matches your assessment: <input style="width: 50px; height: 20px; border: 1px solid black;" type="text"/>	
Comments/Evidence:	
Data Source: Minnesota Department of Education <i>School Report Card</i> , Test Data spreadsheets	

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

1.2a Reading

1.2b Mathematics

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

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

1.2a Reading:

1.2b Mathematics:

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

Comments/Evidence:

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

1.3 MCA Proficiency, State Demographic Comparison by Race/Ethnicity and FRL: Are student demographic groups (with tested cell sizes greater than 10) performing as well as or better than the statewide average for that student group? Note that for schools with greater than 70% of students qualifying for FRL, demographic categories will also be filtered by FRL status. All relevant demographic groups will be individually scored per the rubric targets below and averaged to produce a score for each subject area (math/reading). The overall score for the metric is then produced by averaging the subject area scores.

- 1.3a Reading**
- 1.3b Mathematics**

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

	Charter % Proficient	State % Proficient	% of Charter Student Population	Score
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:				
1.3a Reading: <input type="text"/> 1.3b Mathematics: <input type="text"/> Enter the overall score produced by the average of these two scores: <input type="text"/> Comments/Evidence:				
Source: MCA data available on MDE 'MN Report Card'				

1.4 MCA Progress : Are students maintaining or moving toward proficiency? Note: Maintaining proficiency is defined as students who were proficient (meeting or exceeding) remaining in either the meeting or exceeding category. Moving toward proficiency is defined as a student moving up one or more 'levels' (does not meet to partially meets; partially meets to proficient, etc.). 1.4a Reading 1.4b Mathematics	
1 = Does not meet standard	Less than 35%of students are maintaining or moving toward proficiency.
2 = Approaching standard	35-50%of students are maintaining or moving toward proficiency.
3 = Meets standard	51.1-65% of students are maintaining or moving toward proficiency.
4 = Exceeds standard	More than 65% of students are maintaining or moving toward proficiency.
1.4a Reading: <input type="text"/> 1.4b Mathematics: <input type="text"/> Comments/Evidence: <input type="text"/>	
duced by the average of these two scores: <input type="text"/>	

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

1.5 MCA Growth (Comparison Group): Are students making progress at the same or better rate as the state, resident district, and their demographically comparable schools? 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.

1.5a Reading

1.5b Mathematics

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

	Reading Growth	Score (see criteria for 1-4 above)	Weight	Points earned
Charter				
Average of demographic match schools			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:

1.5a Reading:

1.5b Mathematics:

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

Comments/Evidence:

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

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

1.6a Reading

1.6b Mathematics

The school has selected to use the Fastbridge Assessment in Grades K – 12.

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%-50%).
3 = Meets standard	Assessments indicate that an adequate proportion of tested performed at or above target levels (50.1%-65%).
4 = Exceeds standard	Assessments indicate that a high proportion of tested students performed at or above target levels (more than 65%).
1.6a Reading: <input type="text"/> 1.6b Math: <input type="text"/> <p style="text-align: center;">score produced by the average of these two scores: <input type="text"/></p> Comments:	
Source: Annual Report, End of year report, Test data spreadsheets	

1.7 Are students making substantial and adequate gains over time, as measured using the school's selected standardized assessments? 1.7a Reading 1.7b Mathematics	
<i>The school has selected to use the Fastbridge Assessment for Grades K – 12.</i>	
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%-50%).
3 = Meets standard	Analysis indicates that an adequate proportion of tested students made expected gains (50.1%-65%).
4 = Exceeds standard	Analysis indicates that an adequate proportion of tested students made expected gains (more than 65%).
1.7a Reading: <input type="text"/> 1.7b Math: <input type="text"/> <p style="text-align: center;">score produced by the average of these two scores: <input type="text"/></p> Comments:	
Source: Annual Report, End of year report, Test data spreadsheets	

1.8 Is the school at or above the State 4-year graduation rate?

1 = Does not meet standard The school's 4-year graduation rate was 10% below the State graduation rate

2 = Approaching standard The school's 4-year graduation rate was between 9.9% and 5.1% below the state 4-year graduation rate.

3 = Meets standard The school was within 5 percentage points of the state 4-year graduation rate

4 = Exceeds standard The school's 4-year graduation rate was higher than the State.

Rating:

Comments:

Source: MDE Data Analytics Request

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

1 = Does not meet standard Less than 60% of students demonstrated readiness.

2 = Approaching standard 60-80% of students demonstrated readiness.

3 = Meets standard 80.1-95% of students demonstrated readiness.

4 = Exceeds standard More than 95% of students demonstrated readiness.

Rating:

Comments:

Source: MDE Website (SLEDS), Annual report

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

CPA is using the presence of the 5E Model Indicators in the classrooms as the school-specific academic goal.

1 = Does not meet standard all 5 Essentials	29% or fewer of the 5E Indicators are strong over very strong across all 5 Essentials
2 = Approaching standard	30-39% of the 5E Indicators are strong or very strong across all 5 Essentials
3 = Meets standard	40-49% of the 5E Indicators are strong or very strong across all Essentials
4 = Exceeds standard	50% or more of the 5E Indicators are strong or very strong across all 5 Essentials
Source: Annual report	

1.11 Are English Learners (ELs) performing at or above the state average for ELs as measured by the percentage of the school’s identified ELs who reached or went past their target on the ACCESS/Alternate ACCESS assessment?

1.11a: Reading
1.11b: Math

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

1.11a: Reading: **1.11b:**
Math:
Overall Rating:

Comments:

Source: MDE website

1.12 Are students receiving special education services performing at or above the state average for students receiving special education services as measured by MCA/MTAS proficiency?

1.12a: Reading**1.12b: Math**

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

1.12a: Reading: **1.12b:**
Math:
Overall Rating:

Comments:**Source:** MDE website

1.13 Early Learning: Are preschool and/or prekindergarten students performing at or above target levels on their final assessment, as measured using the school's selected preK and/or kindergarten readiness assessments?

The school has selected Fastbridge Early Reading 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 students performed at or above target levels (40%-50%).
3 = Meets standard	Assessments indicate that an adequate proportion of tested students performed at or above target levels (50.1%-65%).
4 = Exceeds standard	Assessments indicate that a high proportion of tested students performed at or above target levels (more than 65%).

Rating: **Comments:****Source:** Annual Report, School Selected Assessment Data Spreadsheet

1.14 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: <input type="text"/>	
Comments:	
Source: Site visits, ongoing correspondence, strategic plan or other documentation	

1.15 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.	
1 = Does not meet standard	<ul style="list-style-type: none"> a. Less than 60% of students in the graduating class have been accepted into a post-secondary program b. Less than 40% of students in the graduating class have enrolled in a post-secondary program
2 = Approaching standard	<ul style="list-style-type: none"> a. Between 60-70%% of students in the graduating class have been accepted into a post- secondary program b. Between 40-50% of students in the graduating class have enrolled in a post- secondary program
3 = Meets standard	<ul style="list-style-type: none"> a. Between 70.1%-85% of students in the graduating class have been accepted into a postsecondary program b. Between 50.1%-60% of students in the graduating class have enrolled in a post-secondary program
4 = Exceeds standard	

- a. Over 85% of students in the graduating class have been accepted into a post-secondary program
- b. Over 60% of students in the graduating class have enrolled in a post-secondary program

1.15a:

1.15b:

Overall score produced by the average of these two scores:

Comments:

Source: MDE Sleds Data, Annual Report (School reported data)

1.16 Are students equitably accessing college and/or career preparation opportunities (e.g. AP, IB, CIS, PSEO, Honors, apprenticeships, internships) at high rates?

1 = Does not meet standard

- a. Less than 30% of all students accessed one or more college and/or career preparation opportunities in the past year.
- b. BIPOC students accessed college and/or career preparation opportunities at a rate more than 10 percentage points below the rate for their white peers.

2 = Approaching standard

- a. 30-45% of all students accessed one or more college and/or career preparation opportunities in the past year.
- b. BIPOC students accessed college and/or career preparation opportunities at a rate 5-10 percentage points below the rate for their white peers.

3 = Meets standard

- a. 45.1%- 60% of all students accessed one or more college and/or career preparation opportunities in the past year.
- b. BIPOC students access college and/or career preparation opportunities at roughly the same rate as their white peers.

4 = Exceeds standard

- a. Over 60% of all students accessed one or more college and/or career preparation opportunities in the past year.
- b. BIPOC students access college and/or career preparation opportunities at a rate 5 – 10 percentage points above the rate for their white peers.

1.16a:

1.16b:

Overall score produced by the average of these two scores:

Comments:

Source: MDE SLEDS Data, Annual Report (School Reported Data Chart)

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; Annual Report, 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, Quarterly Report

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: <input type="text"/>	
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 boardapproved budget) match its actual ADM? (Calculated as actual ADM divided by budgeted ADM.)	
1 = Does not meet standard	Enrollment realization is 90% or less.
2 = Approaching standard	Enrollment realization is 90-95%.
3 = Meets standard	Enrollment realization is greater than 95%.
4 = Exceeds standard	NOT APPLICABLE
Rating: _____	
Comments:	
Source: Monthly board packets, Quarterly Report, 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	The school maintains a minimum of 60 days cash on hand or is meeting the cash on hand requirements of its bond covenants, whichever is greater.
4 = Exceeds standard	NOT APPLICABLE

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 | The school's fund balance is less than 10% of annual expenditures. |
| 2 = Approaching standard | The school's fund balance is between 10-15% of annual expenditures. |
| 3 = Meets standard | The school's fund balance is more than 15% of annual expenditures. |
| 4 = Exceeds standard | The school's fund balance is more than 20% of annual expenditures AND overall academic outcomes fall within the 'meets standard' range. |

Rating:

Comments:

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

2.8 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: <input type="text"/> 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: <input type="text"/> 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: <input type="text"/> 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: <ul style="list-style-type: none"> • Meeting admissions and enrollment practice/policy requirements • Meeting governance model requirements • Meeting Title IX regulations (e.g. policies/procedures, trainings, Title IX Coordinator) 	
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: <input type="text"/> Comments:	
Source: Website compliance check, Quarterly Report, UST site visit, board chair interview	

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.
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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.
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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.
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4 = Exceeds standard	NOT APPLICABLE
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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, Quarterly Report, 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:

- **Following MN Standardized Statewide EL Procedures for identification • Following MN Standardize Statewide EL Procedures for entrance and exit.**
- **Maintaining an established EL program with a written plan for service at all grade and proficiency levels**
- **Securing appropriate staffing levels with staff who hold appropriate licenses and have knowledge of current legislation and research based best practices for serving EL students.**
- **Supplying relevant professional development to all staff**
- **Ensuring that information on student EL status is available to all classroom teachers**
- **Providing staff with appropriate training.**

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)? This includes:

- **Having a school-specific TSES manual that is board-approved.**

- **Engaging a special education director who is actively involved in working with special education staff and school leadership.**
- **Securing appropriate staffing levels with staff who hold appropriate licenses and have knowledge of current legislation and research based best practices for serving students with IEPs.**
- **Contracting with entities to provide effective services to students when necessary.**
- **Completing annual IEP meetings on time.**
- **Having been subject to no investigations related to special needs students that resulted in findings.**
- **Having no findings related to special education funding on annual financial audit.**
- **Providing staff with appropriate training.**

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

3.14 Is the school fulfilling its legal obligations related to the delivery of a quality Prekindergarten instructional program. This includes:

- **Ensuring Early Childhood Health and Developmental Screening is completed.**
- **Securing appropriate staffing.**
- **Supplying relevant professional development to all staff.**
- **Implementing culturally responsive comprehensive child assessment/s.**
- **Utilizing the Early Childhood Indicators of Progress (ECIPs).**
- **Supporting an effective transition to Kindergarten.**
- **Referring students to community-based resources as needed.**

1 = Does not meet standard	The school is not fulfilling its legal obligations regarding preK students and requires substantial improvement
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2 = Approaching standard	The school is fulfilling all of its legal obligations regarding preK students but requires some improvements
3 = Meets standard	The school is fulfilling its legal obligations regarding preK students and requires no considerable improvements
4 = Exceeds standard	NOT APPLICABLE
Rating: <input type="checkbox"/>	
Comments:	
Source: Site Visits, Interviews, Quarterly Reports	

3.15 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: <input type="checkbox"/>	
Comments:	
Source: Annual reports, MDE website (data downloads)	

3.16 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: <input type="checkbox"/> Comments:	
Source: Annual report	

3.17 Are the school’s teachers and staff participating in a broad base of professional development in service of students’ academic and behavioral needs and supportive of the school’s mission? Types of development opportunities include, but are not limited to:

- **Required health and safety trainings.**
- **IX training processes.**
- **Supporting students with IEPs.**
- **Supporting English Learners.**
- **Mission-related.**
- **Equity and cultural relevance.**

1 = Does not meet standard	The school a limited number of training opportunities. Participation in professional development is low, with less than 50% of staff participate in the opportunities.
2 = Approaching standard	The school offers a menu of development opportunities that include required trainings. Participation in most or all of these trainings is presented as optional resulting in low participation (less than 50% of staff participate).
3 = Meets standard	The school offers a menu of development opportunities that include required trainings as well as learning opportunities that forward the school’s academic, behavioral and mission-related priorities. Participation is mandated for required trainings.
4 = Exceeds standard	The school offers a robust menu of development opportunities that include required trainings as well as learning opportunities that forward the school’s academic, behavioral and mission-related priorities. Including opportunities for subject-area and curriculum-specific trainings. Participation is mandated for required trainings.

Rating:

Comments:

Source: Annual report (Professional Development Tracking Chart)

3.18 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

3.19 Does the school exhibit a high level of parent satisfaction as measured by the following?

3.19a The percentage of parents surveyed who "agree" or "strongly agree" that they are satisfied with the school overall. .

3.19b Survey response rate

1 = Does not meet standard

3.19a Less than 74.9% of parents surveyed indicate they are satisfied with the school overall.

3.19b The school's survey response rate was less than 20%.

<p>2 = Approaching standard</p> <p>3.19a 75-85% of parents surveyed indicate they are satisfied with the school overall.</p> <p>3.19b The school's survey response rate was 20-25%.</p>
<p>3 = Meets standard</p> <p>3.19a 85.1-95% of parents surveyed indicate they are satisfied with the school overall.</p> <p>3.19b The school's survey response rate was 25.1 - 30%.</p>
<p>4 = Exceeds standard</p> <p>3.19a 95% or more of parents surveyed indicate they are satisfied with the school overall.</p> <p>3.19b The school's survey response rate was greater than 30%.</p>
<p>3.19a Rating: _____</p> <p>3.19b Rating: _____</p> <p>Overall Rating: _____</p> <p>Comments:</p>
<p>Source: Annual report, School parent satisfaction survey--overall satisfaction indicator</p>

3.20 Is the school's physical plant safe and conducive to learning? This includes:

- **Providing adequate security.**
- **Meeting health and safety code requirements.**
- **Providing accessibility for all students.**
- **Ensuring the facility, furniture and equipment is clean and well-maintained.**
- **Providing appropriate sized spaces for enrollment and student-teacher ratios.**
- **Layout and design meet the academic and social needs of students, teachers, staff, families and the community.**

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) wellmaintained 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: <input type="text"/> Comments:	
Source: Authorizer observation	

3.21 Does the school have systems and structures in place, including an effective multi-tiered system of support (MTSS), to effectively identify and support students needing academic and/or behavioral supports in a timely fashion? This includes:

- **A clear process to identify students needing support, understood and implemented consistently.**
- **A robust system of tiered supports.**
- **Timely execution of these supports.**
- **Use of data to evaluate the effectiveness of supports and the system.**
- **Effective communication between stakeholders (teachers, school staff, families, and students).**

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 understood and 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 understood and 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: Quarterly report, Site visits, ongoing correspondence, interviews

3.22 There are opportunities and structures in place for families to engage in their child's education that include the following:

3.22a Processes to communicate academic performance and other pertinent school information that are accessible to families including the consideration of language needs

(e.g.

conferences).

3.22b Processes to elicit feedback from families are accessible and seek to reach the broader school community including consideration of language needs. Feedback processes include but are not limited to an annual survey.

3.22c Opportunities for parents/guardians to support their child's education and/or the school (e.g. volunteering, parent organization, family events).

1 = Does not meet standard

- a. The school does not have a plan to communicate academic performance and other pertinent school information. Communication is not available in languages other than English.
- b. The school does not have a plan to elicit feedback from families or the plan reaches only a limited set of families.
- c. Less than 25% 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 or in the development phase.
- b. The school has a plan for eliciting feedback from families representing the broad school community, however, implementation of this plan is inconsistent or in the development phase.
- c. Between 25.1 - 40% 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. The plan

includes an awareness of the language preferences and needs of families and strategies for providing communication multiple languages as needed.

- b. The school has a comprehensive plan to elicit feedback from all families. The plan includes an awareness of the language preferences and needs of families, strategies for providing communication multiple languages as needed and methods for ensuring representation from the broad school community.
- c. Between 40.1 - 55% 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 executed with fidelity. School survey data and interviews with families provide evidence of parent satisfaction with home-school communications.
- b. The school has a formalized process to elicit feedback from families reflective of the broad school community, which is executed with fidelity. The school is able to demonstrate how family feedback is reviewed and utilized in a timely manner. School survey data and interviews with families provide evidence of parent knowledge of and satisfaction with feedback opportunities.
- c. More than 55% of families/guardians participated in an engagement opportunity.

Rating a: _____

Rating b: _____ Rating

c: _____

Overall Rating:

Comments:

Source: Site visits, ongoing correspondence, interviews

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

3.23a. Marketing/outreach targets socioeconomically and racially diverse populations, which includes having materials available in multiple languages.

3.23b. Enrollment policies and practices are accessible and transparent. Supports are available to families as needed to navigate the application and enrollment process.

3.23c. The school demonstrates a commitment to cultivating a board and staff that is reflective of the student population.

1 = Does not meet standard

- a. 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.
- b. Enrollment policies and practices are not transparent and/or result in accessibility barriers for low income students and students of color.
- c. The board and staff are not representative of the students the school serves.

2 = Approaching standard

- a. The school's marketing strategy includes a plan to recruit students from diverse backgrounds and/or those who are low income. However, implementation of the plan is inconsistent and materials are only available in English.
- b. Enrollment policies and practices are transparent. However, families encounter challenges navigating the enrollment process.
- c. While the board and/or staff are not representative of the students the school serves, the school is committed to recruiting board members and staff who are representative and has identified recruitment strategies to this end.

3 = Meets standard

- a. 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.
- b. School enrollment policies and practices are clear and easily navigated by families. Methods for accessing support for families needing assistance are readily apparent.
- c. The school employs strategies to recruit and retain board members and staff who are representative of the student population. Board and staff composition reflect these efforts.

4 = Exceeds standard

NOT APPLICABLE

Rating a: _____

Rating b: _____

Rating c: _____ **Overall**

Rating: ____ **Comments:**

Source: Quarterly report, Site visits, ongoing correspondence, interviews

Attachment #3 – Articles of Incorporation

Im-385

**ARTICLES OF INCORPORATION
OF
COMMUNITY OF PEACE ACADEMY**

THE UNDERSIGNED INDIVIDUAL, for the purpose of forming a corporation under and pursuant to Chapter 317A of the Minnesota Statutes, known as the Minnesota Non-Profit Corporation Act, does hereby sign and acknowledge these Articles of Incorporation.

ARTICLE I

Name. The name of the Corporation is Community of Peace Academy (the "Corporation").

ARTICLE II

Registered Office. *The* address of the Corporation's Registered Office in the State of Minnesota is 471 Magnolia Avenue East, St. Paul, MN 55101.

ARTICLE III

Purposes. The Corporation is organized and shall be operated exclusively for charitable, scientific and educational purposes, and in particular, to establish and operate an outcome based learning, nonsectarian charter school to provide a peace centered, academically challenging curricula for students in grades Kindergarten through Eight within Saint Paul and surrounding communities. The Corporation may receive and disburse funds or other property incident to or necessary for the accomplishment of the aforesaid purposes and do any and all acts incidental to the transaction of the business of the Corporation or expedient for the attainment of the purposes stated herein. The Corporation is organized and shall be operated exclusively to carry out such purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as now or hereafter in effect (the "Code"), and which is other than a private foundation by reason of being described in Section 509(a)(1), (2) or (3) of the Code.

ARTICLE IV

No Pecuniary Gain. The Corporation shall be nonstock and no dividends or pecuniary gain shall be declared, inure to the benefit of or be distributed to its members, directors or officers. No financial gain shall ever accrue to a member, officer or director of the Corporation, nor to any person or organization in the conduct of the business of the Corporation, excepting solely such reasonable compensation that the Corporation shall pay for services actually rendered to the Corporation. Any receipts of the Corporation in excess of the ordinary expenses of the Corporation shall inure to the benefit of the Corporation and shall be applied by the directors thereof to the expenses incurred by the Corporation in carrying out the purposes set forth herein. No substantial part of the activities of the Corporation shall consist of carrying on propaganda or otherwise attempting to influence legislation. The Corporation shall not participate in or intervene in (including the publishing or distributing of statements) any political campaign on behalf of (or in opposition to) any candidate for public office.

ARTICLE V

Membership. The membership of the Corporation shall consist of one or more classes. The Board of Directors shall have the authority to establish one or more classes of membership and shall fix the voting power, rights and preferences of each class.

ARTICLE VI

Dissolution. The Corporation may be dissolved in accordance with the laws of the State of Minnesota. At the time of dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all debts, obligations, liabilities, costs and

expenses of the Corporation, dispose of all assets of the Corporation; provided, however, that in no case shall a liquidation, transfer or disposition be made which would not qualify as a charitable contribution under Section 170(c)(1) or (2) of the Code, and all assets shall be turned over and transferred to one or more organizations qualified as exempt pursuant to Section 501(c)(3) of the Code, or to the State of Minnesota or any political subdivision thereof for exclusively public purposes.

ARTICLE VII

Section Each director, officer and employee of the Corporation, past or present, and each person who serves or may have served at the request of the Corporation as a director, officer, partner, trustee, employee, representative or agent of another organization or employee benefit plan, and the respective heirs, administrators and executors of such persons, shall be indemnified by the corporation in accordance with, and to the fullest extent permitted by, Minn. Stat. 317A.521 and Minn. Stat. 466.07. Article VIII of these bylaws does not apply to board members whose conduct excludes them from indemnification pursuant to Minn. Stat. 317A.521, Minn. Stat. 466.07 or any other statute, or regulation, including, but not limited to

engaging in conduct that is a conflict of interest as described in Minn. Stat. 124E.07, Subd. 3 (c). The Corporation shall not be obligated to indemnify any other person or entity, except to the extent such obligation shall be specifically approved by resolution of the Board of Directors. The Corporation shall have the power to advance such person's expenses incurred in defending any such proceeding to the maximum extent permitted by law.

ARTICLE VIII

The names of the persons constituting the first Board of

Kenneth D. Pugh
Michael A. Ricci,
Sr. Karen
Rusthoven
Elsa VegaPerez
Xang
Xiong

ARTICLE IX

Incorporator. The name and address of the person acting as the incorporator is:

Michael A.
Ricci, Sr. 554
Little Canada
Rd. St. Paul,

IN WITNESS WHEREOF, I have hereunto set my hand this May 1995.

Wischael A Prici, Sr.
Michael A. Ricci, Sr., Incorporator

(STATE OF MINNESOTA) ss. COUNTY
OF RAMSEY

The foregoing instrument, the 199

Articles of Incorporation acknowledged before me this

"
of day of
such individual known to me to be

the person whose name is subscribed to the foregoing instrument.

Notary Public

6532
87

1M-385

THE STATE

MINNESOTA SECRETARY OF STATE AMENDMENT OF ARTICLES OF INCORPORATION

#4/23

1137

BEFORE COMPLETING THIS FORM, PLEASE READ INSTRUCTIONS LISTED BELOW.

CORPORATE NAME:(List the name of the company prior to any desired name change)

Community of Peace Academy

This amendment is effective on the day it is filed with the Secretary of State, unless you indicate another date, no later than 30 days after filing with the Secretary of State.

The following amendment(s) of articles regulating the above corporation were adopted: (Insert full text of newly amended article(s) indicating which article(s) is (are) being amended or added.) If the full text of the amendment will not fit in the space provided, attach additional numbered pages. (Total number of pages including this form _.)

ARTICLE II

DISSOLUTION CLAUSE: Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provisions for the payment of all the liabilities of the corporation, dispose of all the assets of the corporation exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable,

64 educational, religious, or scientific purposes as shall at the time qualify as an exempt organization or organizations under section 501 (c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law), as the Board of Directors shall determine. Any such assets not so disposed of shall be disposed of by the Court of Common Pleas of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

This amendment has been approved pursuant to *Minnesota Statutes chapter 302A or 317A*. I certify that I am authorized to execute this amendment and I further certify that I understand that by signing this amendment, I am subject to the penalties of perjury as set forth in section 609.48 as if I had signed this amendment under oath.

Wichard Abiss, Secy - Treas.

(Signature of Authorized
Person)

State of Minnesota

0535

SECRETARY OF STATE

CERTIFICATE OF INCORPORATION

I, Joan Anderson Grove, Secretary of state of Minnesota, do certify that: Articles of Incorporation, duly signed and acknowledged under oath, have been filed on this date in the Office of the Secretary of state, for the incorporation of the following corporation, under and in accordance with the provisions of the chapter of Minnesota Statutes listed below.

This corporation is now legally organized under the laws of Minnesota.

Corporate Name: Community of Peace Academy

Corporate Charter Number: 1M-385

Chapter Formed Under: 317A

This certificate has been issued on 05/31/1995.



Joan Anderson Grove
Secretary of State.



Office of the Secretary of State State of Minnesota

180 State Office Bldg., 100 Constitution Ave.
St. Paul, MN 55155-12.99

Joan Anderson Growe
Secretary of State
Elaine Voss
Deputy Secretary of State

Election Division: (612)295-2805
Business Service Information: (612)296-2803
General Information: (612)296-3266
Business Services Fax: (612)297-58-44
Election Division Fax: (612)296-9073

Dear New Business Registrant:

Congratulations on starting a new business and registering with the Office of the Secretary of State. I hope that your business prospers! The following is information to help you keep your registration current.

1. If you have registered a *corporation*, you are required to file an *annual registration* once each calendar year beginning in the first year following incorporation. If your business is a for-profit corporation, the annual registration form will be located in the state corporate tax package. If your business is a nonprofit corporation, the annual registration form will be mailed directly to you. No fee is required to file the annual registration if it is filed each year. Failure to file the annual registration will result in the corporation losing its good standing to transact business with the Office of the Secretary of State. If the annual registration is not filed for three consecutive years, the corporation will be dissolved by the Office of the Secretary of State. You may also request an annual registration form by calling the Business Information Phone Lines, (612)296-2803.

2. Only a new assumed name or an amendment making changes in an assumed name record already on file must be published. The publication must appear in two consecutive issues in a newspaper authorized to publish legal notices in order to be valid. Contact the newspapers in the county where you have your business to learn if they can make this publication for you. If you do not publish, you may have to pay a \$250 penalty. Once you have published, keep the affidavit of publication for your records.

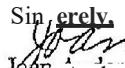
3. It is necessary for the information filed in our office to be current. If your business name, address, or other information changes, you must file an amendment to your original business papers with this office. You may obtain the amendment form and fee information by calling the Business Information Line at (612)296-2803.

4. If you are a *non-Minnesota corporation*, you must have an agent at an address in Minnesota. You must also file an annual registration and pay a fee between January 1 and May 15 each year beginning in the first year after you file. The annual registration form is mailed to the registered agent in January. If you do not keep accurate agent information on file or file the annual report, your ability to do business in Minnesota will be revoked. Finally, to change the corporation's name, merge it with another corporation or dissolve it, an original certificate from the state of incorporation showing the change must be filed and a \$50 fee paid.

Remember, the registration of your business name with this office does not authorize you to use that name in violation of another person's rights. Prior right to a name may have been acquired under the Federal Trademark Act, 15 United States Code Section 1051, or other common law rights. For more information about your right to use a name, please consult your attorney.

Also, registration of a business as an assumed name does not prevent another party from registering an identical assumed name with this office. In fact, the law requires that we accept all identical, or similar assumed names and notify the existing registrants of the new filing. To get additional protection for your assumed name you may want to consider filing a name reservation or a trademark. To determine what is best for your business, please consult with your attorney.

There is additional information on the reverse side of this letter which may be helpful to you. Once again, congratulations on starting your business!

Sincerely,

Joan Anderson Growe
Secretary of State

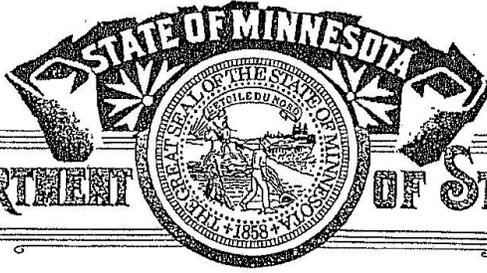
"An Equal Opportunity Employer"

076924

MAY 31 '95 3

NEWS SERV 70.00
EXP 10.00
UTIL 80.00
CHECK 80.00
MINN SECRETARY
OF STATE

27097 14:08 #01



I wish to acknowledge that the items described below have been accepted by the Secretary of State of Minnesota on the date noted. Those documents will be microfilmed and the original will be returned to the submitter within ten days. The microfilm will be available for public inspection at the office of the Secretary of State.

Description of Item <i>non-profit articles</i>	Date Accepted <i>5/31/95</i>	RJ No. NOT VALID UNTIL RJ NUMBER IS AFFIXED 076924
Company Name <i>Community of Peace Academy</i>		

State of Minnesota
Office of the Secretary of State
Corporation Division
180 State Office Building
St. Paul, MN 55155 (612) 296-2803

by: *Lisa J. Pawley*
Evidence of Filing SC-00184-01

**BYLAWS
OF
COMMUNITY OF PEACE ACADEMY**

Created: June 5, 1995

Revised: May 22, 1997

Revised: March 13, 2008

Revised: September 17, 2009

Revised: September 16, 2010

Revised: April 7, 2016

Revised: February 13, 2023

Revised: April 8, 2024

Revised: January 13, 2025

Revised: August 11, 2025

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ARTICLE 1: PRINCIPAL OFFICE

The principal office of this corporation, Community of Peace Academy (“corporation” or “school”) at which the general business of this corporation shall be transacted and where the records of this corporation shall be kept, shall be at such place in the State of Minnesota as shall be fixed from time to time by duly adopted resolutions of the Board of Directors. Until otherwise fixed by the Board of Directors, the principal office shall be at 471 Magnolia Avenue East, St. Paul, Minnesota 55130.

ARTICLE 2: MEMBERS OF THE CORPORATION

Section 1. Voting Members.

This Corporation shall have four classes of members with voting rights. Class I members shall be persons who are employed by this corporation to serve as teachers or instructors at the school and who are licensed to teach in the state of Minnesota. Class II members shall be all other persons employed by the corporation. Class III members shall be all parents and legal guardians of students enrolled in the school. Class IV members shall be all community members serving on the Board.

Section 2. Terms.

Each member’s term of membership shall begin when he or she has qualified for one of the classes of membership and has indicated the intention to become a member by signing a membership roster or other form provided by the corporation for this purpose. Such a member’s term of membership shall end automatically when he or she ceases to qualify for membership or upon the member’s earlier resignation, incapacity, or death.

Section 3. Interest in Property.

The members of this corporation shall not, as such, have any right, title, or interest in the real or personal property of this corporation.

ARTICLE 3: MEETINGS OF MEMBERS OF THE CORPORATION

Section 1. Annual Meeting.

The annual meeting of the members of this corporation for the election of directors, the presentation of reports on the activities and financial condition of this corporation, and the transaction of such other business as may properly come before the meeting, shall be held on the third Thursday of May at 6:00 p.m. at the registered office of this corporation.

Section 2. Special Meetings.

Special meetings of the members of this corporation may be called at any time (a) by the Chair of the Board of Directors, (b) by the Board of Directors, or (c) upon written request of at least three (3) members or twenty percent (20%), whichever is less, of the members of Classes I or II; or fifty (50) members or ten percent (10%) of the members of Class III of this corporation, whichever is less. Anyone entitled to call a special meeting of the members may take written request to the Chair of the Board of Directors to call the meeting, and the Secretary shall then give notice of this meeting, setting forth the date, time, place, and purpose thereof, to be held no later than ninety (90) days after receiving the request. If the Secretary fails to give notice of the meeting within thirty (30) days from the date upon which the request is received by the Chair, the person or persons who requested the meeting may fix the time and place of the meeting and give notice thereof in the matter hereinafter provided. If a special meeting is demanded by the members, the meeting shall be held in the county where the registered office is located. The business transacted at a special meeting is limited to the purposes stated in the notice of the meeting.

Section 3. Notice.

Written notice of each meeting of the members, stating the time and place thereof, shall be mailed, postage prepaid, not less than five (5) nor more than sixty (60) days before the meeting, excluding the day of the meeting, to each member of this corporation at his or her last known address. Any member may waive notice of a meeting before, at or after the meeting, orally, in writing, or by attendance. Attendance at a meeting is deemed a waiver unless the member objects at the beginning of the meeting to the transaction of business because the meeting is not lawfully called or convened, or objects before a vote on an item of business because the item may not lawfully be considered at the meeting the member does not participate in the consideration of the item at that meeting. When any meeting of the members is adjourned to another time and place, a notice of the adjourned meeting need not be given other than by announcement at the meeting at which the adjournment is taken.

Section 4. Members List for Meeting.

The Board of Directors shall fix a date not more than sixty (60) days before the date of the meeting of the members as the date for determination of the members entitled to notice of the meeting. If the Board of Directors fails to set such a date, the date shall be the sixtieth (60th) day before the date of the meeting. After fixing a record date for a meeting, the Secretary shall prepare a list of names (in alphabetical order) and addresses of each member entitled to vote at the meeting. Beginning two (2) business days after notice of the meeting is given, the list shall be available at the principal office of the corporation for inspection and copying on written demand by any member (or the agent or attorney of any member), at the member's expense, for the sole purpose of communication with other members concerning the meeting. The list shall be made available through the date of the meeting ad at the meeting.

Section 5. Voting; Quorum.

At all meetings of the members, each member shall be entitled to cast one (1) vote on any question before the meeting. Members may not vote by proxy. Cumulative voting shall not be permitted. A quorum shall be present if at least fifty percent (50%) of the members of Classes I and II, and at least ten percent (10%) of the members of Class III are present. The members present

and entitled to vote at any meeting, although less than a quorum, may adjourn the meeting from time to time. A majority vote of the members present and entitled to vote at any meeting at which the quorum is present shall be sufficient to transact any business.

Section 6. Written Action.

Any action that may be taken at a meeting of the members may be taken without a meeting by written action signed by all of the members entitled to vote on that action.

Section 7. Written Ballot.

An action that may be taken at a regular or special meeting of the members may be taken by written ballot without a meeting in accordance with the procedure set forth in Minnesota Statutes, section 317A.447.

ARTICLE 4: BOARD OF DIRECTORS

Section 1. Number of Directors

The Board of Directors of this corporation shall consist of nine (9) directors. Three (3) of the directors shall be licensed teachers employed by the school, and three (3) of the directors shall be parents and/or legal guardians of children enrolled in the school in compliance with Minnesota Statutes 124E.07. Three (3) community members shall serve on the Board. Community members may not be parents or teachers or immediate family members of an employee of the school as defined by Minn. Stat. 124E.02 (g). The Board will have no majority. Directors of this corporation shall be elected by the voting members at each annual meeting. The Board of Directors shall be constituted and the number of members determined from time to time by the existing Board members so as to be consistent with the requirements of Minnesota Statutes 124E. Board members must meet all eligibility requirements to serve on CPA’s Board pursuant to Minn. Stat. 124E.07.

A board may change its governance structure only: (1) by a majority vote of the board; (2) by a majority vote of licensed teachers employed by the school as teachers who provide instruction to students including licensed teachers providing instruction under a contract between the school and a cooperative; and (3) with the authorizer’s approval. Any change in board governance structure must conform with the composition of the board under this paragraph.

Section 2. Method of Election.

Elections are run according to the Bylaws of the corporation and in compliance with laws governing non-profit charter school boards in the State of Minnesota. All teachers and parents/mentors are eligible to serve on the Board of Directors and receive notice of openings each year. Teachers and parents who wish to serve on the Board are asked to submit their names and a brief statement of intent to the Board nominating committee prior to the annual meeting which is scheduled pursuant to Article 3, Section 1 of these bylaws.

Annually, the Board elects a nominating committee to fill open board seats. The nominating committee recruits candidates, reviews the candidates who present themselves and presents a slate of nominees to the members at the annual meeting. It is the responsibility of the nominating committee to assure that the Board represents all constituents by maintaining a balance of gender, race, and culture, and by seeking to assure that licensed teachers on the Board represent a variety of grade levels and departments.

Section 3. Terms.

Each director of the Board shall be elected to serve for a term of three (3) years. A director shall hold office for the term for which he or she is elected and through the end of the June meeting in the final year of his or her term or until the director’s death, resignation, or removal. Any director

may at any time be removed with cause by the Board of Directors. Any vacancy occurring because of the death, resignation, or removal of a director shall be filled by the Board of Directors for the unexpired term of such director. Any vacancy occurring because of an increase in the number of members of the Board of Directors shall be filled by the members of the corporation. Any director may resign his or her membership at any time by giving written notice to the Chair or to the Secretary. Such a resignation shall take effect at the date of the receipt of such notice or at any later time specified therein; and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. A director shall be deemed to have resigned when he or she ceases to be a member of the corporation.

Section 4. Ex Officio and Honorary Directors.

The Board of Directors may, from time to time, elect one or more ex officio or honorary directors to the Board who shall be advisory members to the Board. 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 ex officio and honorary directors shall be non-voting directors of this corporation.

Section 5. Duties of the Board.

The duties of the Board of Directors are those described in Minn. Stat. 124E.07, Subd. 6 plus other duties that the Board of Directors deems necessary for the safe and efficient operation of the school as long as these other duties are consistent with the law.

ARTICLE 5: MEETINGS OF THE BOARD OF DIRECTORS

Section 1. Regular Meetings

Regular meetings of the Board of Directors shall be held on the second Monday of the month, August to June, from 6:00 p.m. to 8:00 p.m. at the school. Notice will be given in August of any alternate meeting dates. Meetings shall be open in accordance with the Minnesota Open Meeting Law, Minn. Stat. 13D (“Open Meeting Law”).

Section 2. Other Meetings.

Special Meetings or Emergency Meetings of the Board of Directors may be called, noticed, and held pursuant to the Open Meeting Law.

Section 3. Notice of Meetings.

Written notice of each meeting of the Board of Directors for which written notice is required shall occur pursuant to the notice requirements of the Open Meeting Law.

Section 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. At all meetings of the Board of Directors, each director shall be entitled to cast one vote on any question 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 is prohibited from appointing a proxy or voting by proxy at any meeting of the Board of Directors. 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. To the extent Section 4, Quorum and Voting, is in conflict with the Open Meeting Law, the Open Meeting Law must be followed.

Section 5. Recessed or Continued Meetings.

Pursuant to Section 13D.04, Subd. 4 of the Open Meeting Law, when a meeting of the Board of Directors is recessed or continued to another time or place, a notice of the recessed or continued meeting need not be given other than by announcement at the meeting at which recess or continuance is taken.

Section 6. Director Conflicts of Interest.

Board members are prohibited from engaging in action that constitutes a conflict of interest as defined by Minn. Stat. § 124E.14.

ARTICLE 6: BOARD OFFICERS

Section 1. Tenure of Office.

The officers of this corporation shall be a Chair, Vice Chair, Secretary, and 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 (1) year until their respective successors are chosen and have qualified. Any officer may at any time be removed by the Board of Directors with or without cause. The officers shall be directors of this corporation. The Executive Director shall be appointed by the Board of Directors and shall serve as a non-voting member of the Board of Directors.

Section 2. Chair

The Chair shall preside at all meetings of the Board of Directors. The Chair may execute on behalf of this corporation all contracts, deeds, conveyances, and other instruments in writing which may be required or authorized by the Board of Directors for the proper and necessary transaction of the business of this corporation.

Section 3. Vice Chair

The Vice Chair shall perform the duties of the Chair in case of the Chair's absence or disability.

Section 4. Executive Director

The Executive Director shall be the chief executive officer of the corporation. The Executive Director shall be responsible for the general supervision, direction, and management of the affairs of this corporation. The execution of any instrument by the Executive Director on behalf of this corporation shall have the same force and effect as if it were executed on behalf of this corporation by the Chair. The Executive Director shall provide for the maintenance of accurate financial records for this corporation and safeguard the assets of this corporation. The Executive Director shall present a report of this corporation's financial transactions and status to the Board of Directors quarterly, and shall from time to time make such other reports to the Board of Directors as it may require.

Section 5. Secretary

The Secretary shall provide for the keeping of accurate minutes of all meetings and shall be responsible for the custody of the records, documents, and papers of this corporation. The Secretary shall provide for the keeping of proper records of all transactions of this corporation. The Secretary shall have and may exercise any and all other powers and duties pertaining by law,

regulation, or practice to the offices of the Secretary, or imposed by these Bylaws. The Secretary shall also perform such other duties as may be assigned to him or her from time to time by the Board of Directors.

Section 6. Board Clerk

The Board of Directors in its discretion may elect a Clerk, who shall perform the duties and assume the responsibilities of the Secretary as above set forth under the general direction of the Secretary. The Clerk will not be a member of the Board of Directors.

Section 7. Treasurer

The Treasurer is responsible to ensure that adequate financial records are kept, accurate and timely financial reports are delivered to the board, and that an audit of the organization’s finances is completed annually. The Treasurer may also be asked by the executive to assist in the preparation of the budget to be submitted to the full board and to help interpret financial reports for the full board.

Section 8. Additional Powers.

Any officer of this corporation, in addition to the powers conferred upon him or her by these Bylaws and/or Minn. Stat. Chap. 124E, shall have such powers and perform such additional duties as may be prescribed from time to time by the Board of Directors.

ARTICLE 7: COMMITTEES OF THE BOARD

Section 1. Authority.

The Board of Directors may act by and through such committees as may be specified in resolutions adopted by a majority of the members of the Board of Directors. Each such committee shall have such duties and responsibilities as are granted to it from time to time by the Board of Directors. 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 2. Executive Committee.

The Board of Directors may designate an Executive Committee composed of a least three (3) 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 3. Meeting and Voting.

Meetings of each committee will be called, noticed, and held pursuant to the provisions of the Open Meeting Law.

ARTICLE 8: INDEMNIFICATION

Indemnification.

Each director, officer and employee of the Corporation, past or present, and each person who serves or may have served at the request of the Corporation as a director, officer, partner, trustee, employee, representative or agent of another organization or employee benefit plan, and the respective heirs, administrators and executors of such persons, shall be indemnified by the corporation in accordance with, and to the fullest extent permitted by, Minn. Stat. 317A.521 and Minn. Stat. 466.07. Article VIII of these bylaws does not apply to board members whose conduct excludes them from indemnification pursuant to Minn. Stat. 317A.521, Minn. Stat. 466.07 or any other statute, or regulation, including, but not limited to engaging in conduct that is a conflict of interest as described in Minn. Stat. 124E.07, Subd. 3 (c). The Corporation shall not be obligated to indemnify any other person or entity, except to the extent such obligation shall be specifically approved by resolution of the Board of Directors. The Corporation shall have the power to advance such person's expenses incurred in defending any such proceeding to the maximum extent permitted by law.

ARTICLE 9: MISCELLANEOUS

Section 1. Fiscal Year.

Unless otherwise fixed by applicable law or by the Board of Directors, the fiscal year of this corporation shall begin on July 1 and end on the succeeding June 30.

Section 2. Corporate Seal.

This corporation shall have no seal.

Section 3. Electronic Board Meeting Attendance from a Remote Location.

Board members may participate in meetings from a remote location pursuant to the provisions of Minn. Stat. 13D.02 or 13D.021 of the Minnesota Open Meeting Law.

Section 4. Amendments.

The structure of the Board of Directors can be revised by following the process contained at Minn. Stat. 124E.07, Subd. 4, which requires A board may change its governance structure only:

(1) by a majority vote of the board of directors;

(2) by a majority vote of the licensed teachers employed by the school as teachers who provide instruction to students, including licensed teachers providing instruction under a contract between the school and a cooperative; and

(3) with the authorizer's approval.

Section 5. Authority to Borrow and 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. 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 Chair, the executive director, or by another person or persons as may be designated from time to time by the Board of Directors.

Section 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 manner authorized by the Board of Directors from time to time.

Attachment #5 –Admissions Policy and Procedures

Adopted: August 14, 2014

Revised: August 8, 2016; November 13, 2023

Revised: April 8, 2024

COMMUNITY OF PEACE ACADEMY POLICY No. 5.1.1 APPLICATION and ENROLLMENT POLICY

PURPOSE

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

POLICY STATEMENT

This policy establishes guidelines for admission into Community of Peace Academy that are consistent with the admission requirements of Minnesota Statutes §124E and other applicable laws.

GENERAL ENROLLMENT PROVISIONS

- A. Community of Peace Academy is a public school and pursuant to state law, must enroll an eligible student who submits a timely application unless the number of applications exceeds the capacity of the program, class, grade level, or building. When that occurs, students will be accepted by lot and admitted as further described in section VI.
- B. Before admitting a student on the lottery list, Community of Peace Academy shall give preference for enrollment to siblings of an enrolled student and to a foster child of that pupil's parents.
- C. Before accepting students by lot, Community of Peace Academy will give preference to enrolling children of the school's staff before accepting other pupils by lot.
- D. Community of Peace Academy shall not discriminate against any student based on actual or perceived race, color, creed, ethnicity, national origin, ancestry, immigration status, religion, sexual orientation, including gender identity and expression, disability, status concerning public assistance, marital status, 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.
- E. Community of Peace Academy shall not seek any information about any applicant that may be used to discriminate against the applicant in either the 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.

- 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, Community of Peace Academy shall not select students based on religious preference.
- G. Community of Peace Academy 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

- A. Interested families will submit applications up until the lottery application deadline established each calendar year.
- B. Acceptance of applications for any given school year will begin after the first day of classes during the prior school year.
- C. 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.
 - 1. This lottery will be held no later than the first Monday after the student application deadline, sufficiently prior to the annual April 1 deadline for notifying the students' district of residence for transportation services.
 - 2. 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.

LOTTERY

- A. A "sibling" is defined as a student applicant who is related to an enrolled student with the same father and/or mother either (1) genetically, or (2) through legal process, i.e., adoption, guardianship, or foster parent. Sibling preference does not apply until one of the siblings is actually enrolled.
- B. 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.
- C. If any student, whether enrolled or on the waiting list, cancels their application or withdraws from Community of Peace Academy, they shall lose their place. If they later re-apply, they shall be treated as a new applicant.

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

KINDERGARTEN AND FIRST GRADE ADMISSIONS

- A. Community of Peace Academy does not accept applications for kindergarten students who are not age five on or before September 1st of the calendar year in which the school year for which the student seeks admission commences.
- B. Community of Peace Academy does not accept applications for first-grade students who are not age six on September 1 of the calendar year in which the school year for which the pupils seek admission commences or has completed kindergarten.

EARLY ADMISSION TO KINDERGARTEN

CPA GUIDELINES AND PROCEDURES for Early Admission to Kindergarten

EARLY ADMISSION

At the request of a parent or guardian, a child who turns 5 years old between Sept. 2 and Oct. 1 may be screened and evaluated to determine readiness for placement in Kindergarten. This is a free service.

The purpose of the procedure is to determine whether the child's educational and personal/ social development would be best served by early admission. Only children with superior cognitive abilities who have strong academic readiness and motor skills and are mature in language and social/emotional development will be recommended for early admission. In addition, a child must be toilet trained and able to use the restroom independently.

RATIONALE FOR EARLY ADMISSION

In general, most children will have the best chance for successful school experiences if they begin their schooling with their own age group at the usual time of entrance into preschool. A child will be considered a good candidate for early admission to Kindergarten if the child can successfully compete, without substantial stress, with the most mature children entering that grade. Those children appropriate for early admission are clearly superior in their level of development.

WHAT PARENTS SHOULD DO

Parents who would like their child to be considered for early admission to Kindergarten should submit the following documents to CPA by March 15th:

1. CPA Application for Early Admission to Kindergarten.
2. A copy of the child's birth certificate.
3. A copy of the Early Childhood Screening.

WHAT CPA WILL DO

Upon receipt and review of the above documents, your child will be included in the lottery for admission to Kindergarten. If your child is awarded a seat in that lottery, he or she will be evaluated for early admission to Kindergarten. A school-based assessment team will:

1. Contact you to schedule a time for an initial assessment of your child, which will include:
 - Academic Readiness Skills
 - Fine and Gross Motor Skills
 - Language Skills
 - Social and Emotional Maturity
2. The school assessment team will inform parents/guardians whether or not the child has passed this initial screening. If the child has passed, the school makes a referral for evaluation by the school psychologist.
3. The psychologist will assess intellectual development to help determine the child's academic readiness to successfully compete with Kindergarten children as well as evaluating other areas identified by the screening team. The psychologist will also be looking for evidence that the child can handle all-day every day Kindergarten program without harm to the child's self-concept. This evaluation will take about an hour. The parents may then meet with the psychologist to discuss the evaluation and have the results shared with them.

Please note the following:

Only children who have been awarded a seat in Kindergarten via the lottery system will be evaluated for early admission.

The child is expected to have superior academic functioning compared to children her/his age, and have similarly advanced social, emotional, language and motor development. If the child demonstrates this above average development, the child will be recommended for early admission.

The school psychologist's evaluation and recommendation is the final step in determining early admission. Children must pass both the individual screening AND the evaluation by the psychologist to be considered for early admission status. The decisions of the school screening team and the school psychologist are final and can not be appealed.

EARLY ADMISSION IS PROBATIONARY

In the event that a student is accepted for early admission to Kindergarten, the first 6 weeks of school will be considered a probationary period. During that period, either the

Parent(s)/Mentor(s) or the School may determine that it is in the best interest of the child, or of the program, for the child to be withdrawn.

The [application form](#) can be found on the Community of Peace Website.

Legal References: Minn. Stat. 2023 124E.11(g) (Admission Requirements and Enrollment)
Minn. Stat. 23B.36-.37 (Authorized Fees; Prohibited Fees)
Minn. Stat. 2023, section 120A.20, subdivision 4. (Verification of age for admission to public school)

Attachment #6 – Insurance Coverage Types and Amounts

The school shall maintain the types and amounts of insurance required by 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.

Attachment #7 - Compliance Agreement

Attachment# 7 Compliance Agreement

The Community of Peace Academy School Board will comply with all state and federal laws governing organizational, programmatic, and financial requirements applicable to charter schools.



Sarah Zosel, Board Chair



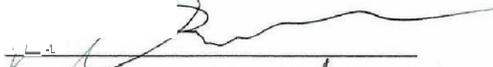
Megan Cina-Barnard, Board Secretary



Shawn Nilsson, Board Treasurer

15 -)-

Kevin Keto, Board Member



Kerzeng Moua, Board Member



Orobosa Ero, Board Member

? - ?

Maggie Elenz, Board Member



Maggie Elenz, Board Member

? 10, 2023

Date

Attachment #8 - University of St. Thomas Accountability and Oversight Statement

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

ACCOUNTABILITY SYSTEM

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

We use a standard charter contract with unique, school-specific provisions 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 statement, authorizer reporting on school outcomes, and take place annually and will be aligned with the goal set forth through the Accountability System. Through our ongoing dialogue with the schools and board, we encourage constructive dialogue on continuous improvement initiatives.

The accountability system for the schools presented in Attachment of the contract and comprised of the following: the Evaluation Framework and the Evaluation Rubric.

Pre-Operational Period:

All schools in their pre-operational capacity are subject to a detailed Readiness Review Process. This is designed to collaborate with the approved charter school founding team to ensure the realization of the high quality educational school envisioned during the application process. The pre-operational period is a critical time in which the school is laying the foundation for future performance. The University is committed to working closely with the school founders throughout the planning process to ensure that all Ready-to-Go (RTG) benchmarks are met and the school is prepared to open successfully.

The benchmark consists of eight areas of critical importance, which are aligned with the detailed checklist discussed 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 State
- Board Governance
- School Site
- Funding
- Learning Program Initiatives
- Student Transportation

• Staffing

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NOTICE OF CONTRACT RENEWAL

February 13, 2023

Board of Directors
Community of Peace Academy
471 Magnolia Ave. E
St. Paul, MN 55130

Dear Board of Directors and Executive Director McGowan:

This letter serves as a notice of charter contract renewal for Community of Peace Academy. The University of St. Thomas (St. Thomas) is extending a 4 year contract renewal to Community of Peace Academy as a result of the school's performance in academics, finance and governance. We have included a draft contract for your review and are excited to work with you to make any necessary revisions and prepare a final contract for approval at your May board meeting.

Attached you will find St. Thomas's evaluation of CPA's performance for the most recent contract period (SY2019-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, St. Thomas rates several indicators in three major categories: Academic Performance, Financial Viability, and Organizational Effectiveness. 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

St. Thomas 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 4.0, exceeds standard, 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.

Overall, St. Thomas believes CPA has an effective educational program and is meeting the needs of students. Over the course of the contract, the school has demonstrated many academic, financial and governance strengths. The educational philosophy of Community of Peace Academy is that learning happens through relationships and it thrives within a respectful, peaceful and value-rich community. This philosophy was very apparent throughout site visits.

The sense of community was mentioned in every focus group meeting and is truly at the heart of the school. Congratulations and thank you for your commitment to high-quality education.

Academic Performance - Is this Learning Program a success?

SY2019 2.93

SY2020 3.04

SY2021 2.60

SY2022 2.03

SY2023 2.09

As referenced above, St. Thomas believes CPA demonstrates a strong commitment to the school mission, offering an effective educational program overall that is meeting the needs of students in its community. The school displays many strengths including a talented and dedicated leadership team, teachers and staff members; a highly functioning and invested Board and a strong adherence to the tenets of the mission and vision as well as the core values. Based on authorizer observations and discussions with stakeholders, the school provides a positive school culture and an excellent environment for students to expand their academic skills and knowledge.

While there is a gap in academic data due to the pandemic and a decrease in performance in the years following, CPA is committed to the improvement of student academic performance. Examples of the school's commitment to continuous improvement and students' academic performance include:

- CPA has dedicated instructional coaches at each level (elementary, middle school, high school) as well as reading and math interventionists to provide Tier 2 interventions
- Reading and writing-focused courses were added at the middle school level as well as an additional math course for all seventh and eighth grade students that is focused on foundational skills
- The Illustrative Math curriculum was recently adopted in grades K — 8
- The Elementary School built in a "WIN" (What I Need) time daily so all students can receive additional instruction where needed
- The High School implemented a staff development initiative for building up the academic vocabulary and reading skills of the students

During the renewal site visit, it was clear that the staff at CPA are fully invested in the school and in helping students to thrive. The members of the renewal team were impressed by the passion that was apparent in all of the focus groups.

Does the School Exhibit Strong Financial Health?

SY2019 3.25

SY2020 3.125

SY2021 3.125

SY2022 3.31

SY2023 3.25

Community of Peace Academy exhibits strong indicators of financial health: (1) clean audits; (2) a strong fund balance; (3) strong student retention; (4) a strong relationship with a financial services provider; (5) conservative budgeting; (6) an active finance committee and financially aware Board that monitors the budget closely and makes adjustments as needed. In the Summer of 2022, CPA was required to become its own School Food Authority. While a challenging endeavor, this move resulted in greater school meal participation and the school projects a positive balance in the food program in SY24.

CPA undertook the building of an addition to the school, which has been completed and the expansion of enrollment afforded by this addition is now underway. Throughout the building project and throughout the contract, CPA has met all of their bond covenants, including a I .20 debt service coverage ratio and 60 days unrestricted cash flow. In June 2022, CPA recorded a 46% fund balance despite expenses exceeding revenues in SY20 (planned due to the construction project) largely due to federal stimulus funding. They have consistently received clean audits and have been awarded the Finance Award from MDE.

Is the Organization Effective and Well-Run?

SY2019- 3.0
SY2020 2.94
SY2021 3.05
SY2022 2.89
SY2023 2.89

Community of Peace is competently governed and managed which is evidenced by a robust fund balance and the utilization of best practices in board training, clear roles and responsibilities among leadership and the board, a board structure that adheres to law and school bylaws, and established bylaw and policy review cycles and implementation. The mission of the school is reflected in the day-to-day operations as well as the long-term strategic planning. The school consistently yields high levels of parent satisfaction on annual surveys and this was reflected in conversations during the school site visits as well. The board has an approved succession plan for all administrative and key operations positions. The school is supportive of developing leadership pathways from within the current staff and also mindful of supporting the professional development of the staff, leadership and the board.

Community of Peace Academy is in a position of strength regarding its board, leadership and the organization as a whole. 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 Community of Peace Academy as part of its Charter School Network!

Sincerely,



Terry Moffatt
University of St. Thomas

SY2019-SY2023 Evaluation

Community of Peace Academy

Evaluation Rubric

The University of St. Thomas (UST) 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 UST Charter School Authorizing Board to assess authorized schools' suitability for Contract Renewal and to evaluate any charter school seeking Change of Authorizer Status.

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

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

SECTION I – IS THE LEARNING PROGRAM A SUCCESS?

1.1 Northstar/State Accountability System Goal: Minnesota uses the North Star system to identify schools and districts for support. Has the school been identified as in need of support? If so, is the school using the resources and supports available to create a plan for student success?	
1 = Does not meet standard	The school has been identified for either targeted or comprehensive support but is not using the resources and supports available. No plan is in place.
2 = Approaching standard	The school has been identified for either targeted or comprehensive support and has utilized resources and supports available to create a plan; however, the plan does not appear to be comprehensive or likely to impact student success.

3 = Meets standard The school has been identified for either targeted or comprehensive support and has created a high quality plan. OR The school has not been identified as in need of support.

4 = Exceeds standard Not Applicable

2023

Rating: Enter the number that most closely matches your assessment:

Comments/Evidence: In the Spring of 2022, the CPA Middle School was identified for targeted services due to the performance of the special education student subgroup. CPA Elementary, previously identified in 2018 was not identified for targeted services in 2022. CPA continues to work with the Regional Centers of Excellence.

2022

Rating: Enter the number that most closely matches your assessment:

Comments/Evidence: Due to COVID-19, MDE did not calculate North Star Data for school year 2020-21 thus all 2018 identifications remain. CPA Elementary was identified in 2018 for targeted support through the Minnesota Department of Education Northstar Accountability System due to the performance of students receiving special education services. CPA continues to work with the Regional Centers of Excellence to provide this targeted support.

2021

Rating: Enter the number that most closely matches your assessment:

Comments/Evidence: The elementary school was identified for targeted support through the Minnesota Department of Education’s new NorthStar Accountability System, due to the performance of students receiving special education services. School leadership is working collaboratively with the Regional Centers of Excellence and MDE to create a School Improvement Plan that will help support these students.

2020

Rating: Enter the number that most closely matches your assessment:

Comments/Evidence: The elementary school was identified for targeted support through the Minnesota Department of Education’s new NorthStar Accountability System, due to the performance of students receiving special education services. School leadership is still working collaboratively with the Regional Centers of Excellence and MDE to create a School Improvement Plan that will help support these students and from conversations with Special Education Teachers a number of support were added to increase the achievement of students who qualify for special education services.

2019

Rating: Enter the number that most closely matches your assessment: 3

Comments/Evidence: The elementary school was identified for targeted support through the Minnesota Department of Education’s new NorthStar Accountability System, due to the performance of students receiving special education services. School leadership is working collaboratively with the Regional Centers of Excellence and MDE to create a School Improvement Plan that will help support these students. Additionally, during authorizer board observations, board members discussed NorthStar Accountability identification and combed through CPA MCA data for the elementary, middle and high school programs, and discussed the supports that were added to increase the achievement of students who qualify for special education services.

Data Source: Annual Report, Minnesota Department of Education *School Report Card*, Consultation with School Leadership and entity providing support/resources (MDE, Regional Center for Excellence, etc.).

1.2 MCA Proficiency: Are students performing as well as or better than the state, the resident district, and comparable schools on MCA math and reading exams?				
1.2a Reading				
1.2b Mathematics				
1 = Does not meet standard	More than 10 percentage points below comparison groups			
2 = Approaching standard	6-10 percentage points below comparison groups			
3 = Meets standard	Within 5 percentage points of comparison groups			
4 = Exceeds standard	Exceeds comparison group by more than 5 percentage points			
2023				
Elementary School (Grades 3 – 4)				
	Reading Proficiency	Score (see criteria for 1-4 above)	Weight	Points earned
Charter School (CS)	13.33%			
Average of demographic match schools	15.49%	3	37.5%	1.125
Resident district	31.02%	1	37.5%	.375
State	48.86%	1	25%	.25
			100%	Reading Total: 1.75

	Math Proficiency	Score (see criteria for 1-4 above)	Weight	Points earned
Charter School (CS)	7.55%			
Average of demographic match schools	15.44%	2	37.5%	.75
Resident district	34.77%	1	37.5%	.375
State	57.66%	1	25%	.25
			100%	Math Total: 1.375

Middle School (Grades 5 – 8)

	Reading Proficiency	Score (see criteria for 1-4 above)	Weight	Points earned
Charter School (CS)	23.51%			
Average of demographic match schools	29.41%	3	37.5%	1.125
Resident district	34.76%	1	37.5%	.375
State	51.40%	1	25%	.25
			100%	Reading Total: 1.75

	Math Proficiency	Score	Weight	Points earned

		(see criteria for 1-4 above)		
Charter School (CS)	15.59%			
Average of demographic match schools	9.45%	4	37.5%	1.5
Resident district	20.14%	3	37.5%	1.25
State	40.01%	1	25%	.25
			100%	Math Total: 3

High School (Grades 10 and 11)

	Reading Proficiency	Score (see criteria for 1-4 above)	Weight	Points earned
Charter School (CS)	27.78%			
Average of demographic match schools	40.48%	1	37.5%	.375
Resident district	44.9%	1	37.5%	.375
State	55.16%	1	25%	.25
			100%	Reading Total: 1

	Math Proficiency	Score (see criteria for 1-4 above)	Weight	Points earned
Charter School (CS)	12.77%			
Average of demographic match schools	13.8%	3	37.5%	1.125
Resident district	18.59%	3	37.5%	1.125
State	36.60%	1	25%	.25
			100%	Math Total: 2.5

2023
1.2a Reading: $1.75+1.75+1=4.5/3= 1.5$
1.2b Mathematics: $1.375+3+2.5=6.875/3= 2.29$
Enter the overall score produced by the average of these two scores: 1.90

Comments/Evidence: Similar to SY21, reading proficiency continued to be higher than math. However, it should be noted that the overall math proficiency score increased from 6.83% in SY21 to 13.7% in SY22.

2022
1.2a Reading: 2.5
1.2b Mathematics: 2.0
Enter the overall score produced by the average of these two scores: 2.25

Comments/Evidence: In all three grade categories, reading proficiency was higher than math proficiency, as was the case throughout the state. The 33.2% decrease in math scores was significantly higher than the state average of 10 percentage points.

2021

1.4a Reading: NA

1.4b Mathematics: NA

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

Comments/Evidence: Due to the Covid-19 pandemic, MCAs were not administered in SY2020.

2020

1.2a Reading: 2.75

1.2b Mathematics: 3.08

Enter the overall score produced by the average of these two scores: 2.915

Comments/Evidence: CPA performed on par or better than comparable schools and the district at all levels in both math and reading.

2019

1.2a Reading: 3.04

1.2b Mathematics: 2.875

Enter the overall score produced by the average of these two scores: 2.96

Comments/Evidence: CPA performed on par or better than comparable schools and the district at all levels in both math and reading.

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

1.3 MCA Proficiency, State Demographic Comparison by Race/Ethnicity and FRL: Are student demographic groups (with tested cell sizes greater than 10) performing as well as or better than the statewide average for that student group? Note that for schools with greater than 80% of students qualifying for FRL, demographic categories will also be filtered by FRL status and not displayed separately.

1.3a Reading

1.3b Mathematics

1 = Does not meet standard Most (more than half) of demographic groups fall more than 10 percentage points below the state average.

2 = Approaching standard Most (more than half) of demographic groups fall 6-10 percentage points below the state average.

3 = Meets standard Most (more than half) of demographic groups fall within 5 percentage points of the state average.

4 = Exceeds standard Most (more than half) of demographic groups are exceeding statewide performance by more than 5 percentage points.

SY2023

	Charter % Proficient	State % Proficient	% of Charter Student Population	Score
Reading Proficiency				
All	17.9%	31.3%		N/A – Included for information only.
Asian Students	22.4%	29.6%	37.2%	2
Black Students	18.8%	26.4%	23.9%	2
Hispanic Students	12.4%	23.6%	25.7%	1
White Students	20.0%	40.8%	6%	1
	Charter % Proficient	State % Proficient	% of Charter Student Population	Points earned
Math Proficiency				
All	8.4%	23.0%		N/A – Included for information only.
Asian Students	9.6%	22.8%	37.2%	1
Black Students	9.3%	15.9%	23.9%	2
Hispanic Students	8.6%	15.7%	25.7%	2
White Students	0%	33.6%	6%	1

2023

1.3a Reading: 1.5

1.3b Mathematics: 1.5

Enter the overall score produced by the average of these two scores: 1.5

Comments/Evidence: 80% of CPA students qualified for free or reduced price lunch (FRL) during SY2022 (the year used for academic data in the current evaluation), thus all categories are filtered by FRL status and not displayed separately. The proficiency levels of each demographic group have dropped since SY20 when the scores were on par with state levels.

SY2022

1.3a Reading: N/A

1.3b Mathematics: N/A

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

Comments/Evidence: Most categories had cells too small to be reported, so individual and overall scores were not calculated for this section.

*As noted in 1.2, while the information available from SY2021 is presented for informational purposes, high opt-out rates coupled with instructional and other disruptions caused by the pandemic resulted in the decision that for SY2021, standardized test results would not be counted as a part of schools' evaluation evidence and thus will not be included in overall section averages unless a school requests that they be used.

2021

1.4a Reading: NA

1.4b Mathematics: NA

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

Comments/Evidence: Due to the Covid-19 pandemic, MCAs were not administered in SY2020.

2020

1.3a Reading: 3.2

1.3b Mathematics: 3.75

Enter the overall score produced by the average of these two scores: 3.475

Comments/Evidence: CPA performed on par or better than comparable schools and the district at almost all levels in both reading and math for each demographic group.

2019

1.3a Reading: 2.73

1.3b Mathematics: 2.92

Enter the overall score produced by the average of these two scores: 2.825

Comments/Evidence: Overall, CPA's performance is comparable to the state by subgroup at the elementary school and above the state in high school. Middle school performance was not as strong with some subgroups comparable and a number well below the state.

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

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

1.4a Reading

1.4b Mathematics

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

2023

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/Evidence: Results are unavailable. Due to a shift in MDE data processing growth data is no longer publicly available in this format. However, per the North Star Academic Progress data, the academic progress levels for Community of Peace are as follows:

Math: Improved – 20.9%; Maintained – 8.2%; Decreased/Does Not Meet – 70.9%
 Reading: Improved – 19.3%; Maintained – 22.3%; Decreased/Does Not Meet – 58.5%

*Please note that the Academic Progress data is included for informational purposes only and is not scored.

2022

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/Evidence: Results unavailable due to the Covid-19 pandemic and shift in MDE data processing.

2021

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/Evidence: Due to the Covid-19 pandemic, MCAs were not administered in SY2020

2020

1.4a Reading: 3

1.4b Mathematics: 2.83

Enter the overall score produced by the average of these two scores: 2.915

Comments/Evidence:

CPA Elementary Math

36.3% high growth, 26.7% low growth (3)

CPA Elementary Reading

36% high growth, 20% low growth (3)

CPA Middle Math

24.5% high growth, 24.5% low growth (2.5)

CPA Middle Reading

21.1% high growth, 26.1% low growth (2)

CPA High School Math

28.6% high growth, 25.4% low growth (3)

CPA High School Reading

46.9% high growth, 8.2% low growth (4)

2019

1.4a Reading: 3.7

1.4b Mathematics: 2.7

Enter the overall score produced by the average of these two scores: 3.2

Comments/Evidence:

CPA Elementary Math

31% high growth, 28.2% low growth (3)

CPA Elementary Reading

35.8% high growth, 22.5% low growth (4)

CPA Middle Math

29.4% high growth, 32.2% low growth (2)

CPA Middle Reading

31% high growth, 28.2% low growth (3)

CPA High School Math

28% high growth, 19.2% low growth (3)

CPA High School Reading

48% high growth, 8.1% low growth (4)

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

1.5 MCA Growth (Comparison Groups): Are students making expected growth compared to the state, resident district, and comparable district schools?

1.5a Reading

1.5b Mathematics

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

2023

1.5a Reading: N/A

1.5b Mathematics: N/A

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

Comments/Evidence: Results are unavailable due to a shift in MDE data processing.

2022

1.5a Reading: N/A

1.5b Mathematics: N/A

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

Comments/Evidence: Results unavailable due to Covid-19 pandemic and shift in MDE data processing.

2021

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/Evidence: Due to the Covid-19 pandemic, MCAs were not administered in SY2020

2020

1.5a Reading: 3.41

1.5b Mathematics: 3.45

Enter the overall score produced by the average of these two scores: 3.43

Comments/Evidence: CPA performed comparable to or above comparable schools and the district with particularly high growth at the high school level.

2019

1.5a Reading: 3.42

1.5b Mathematics: 3.04

Enter the overall score produced by the average of these two scores: 3.23

Comments/Evidence: Overall, CPA performed comparable to or above comparable schools and the district with particularly high growth at the high school level.

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

1.6 Are students performing at or above the national median, as measured using the school's selected standardized assessments?

1.5a Reading

1.5b Mathematics

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 students performed at or above target levels (40%-49%).

3 = Meets standard Assessments indicate that an adequate proportion of tested students 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%).

2023

1.6a Reading: 2

1.6b Math: 2

Enter the overall score produced by the average of these two scores: 2

Comments: CPA administered the Fastbridge assessment in Grades Pre-K through 8 and the NWEA in High School. The results for each group are as follows:

Fastbridge (Grades Pre-K through 8)		
	Reading	Math
Elementary	42%	46%
Middle School	47.9%	47.5%
NWEA (High School)		
	Reading	Math
	43.6%	44.8%

2022

1.6a Reading: NA

1.6b Math: NA

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

Comments: CPA conducts MAP Growth testing in Fall only, and to uses Fall to Fall growth data for the purpose of authorizer accountability. Due to the COVID-19 health pandemic, MAP testing has not occurred since Fall 2019 MAP testing, which measures growth made over the course of the 2018-19 school year. (Annual Report 2021 – 2022, p.7)

2021

1.6a Reading: NA

1.6b Math: NA

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

Comments: CPA conducts MAP Growth testing in Fall only, and to uses Fall to Fall growth data for the purpose of authorizer accountability. Due to the Covid 19 pandemic Fall MAP testing could not be completed. Those scores would have been to measure school year 2019-2020 outcomes. However in the 2018-2019 school year, districtwide, 48.66% of students are at or above the national median in Reading (as compared to 47% in 2018), while 49.43% of students are at or above the national median in math (as compared to 44% in 2018).

2020

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 distance learning, spring NWEA testing was not administered thus this benchmark cannot be scored.

2019

1.6a Reading: 2

1.6b Math: 2

Enter the overall score produced by the average of these two scores: 2

Comments: The school reported that of the students tested in Fall 2019, 47% of students (grades 3-12) tested at or above the national median for NWEA Reading, and 44% of students in the same grade bands tested at or above the national median for NWEA Math.

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

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

1.7a Reading

1.7b Mathematics

1 = Does not meet standard Value-added analysis indicates that a minimal proportion 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%).

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%)

2023

1.7a Reading: 2

1.7b Math: 3

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

Comments: Only the NWEA Map was used for this section. 49% of students made their expected RIT growth in reading and 65% in math.

2022

1.7a Reading: NA 1.7b

Math: NA

Enter the overall score produced by the average of these two scores: CPA conducts MAP Growth testing in Fall only, and to uses Fall to Fall growth data for the purpose of authorizer accountability. Due to the COVID-19 health pandemic, MAP testing has not occurred since Fall 2019 MAP testing, which measures growth made over the course of the 2018-19 school year. (Annual Report 2021 – 2022, p.7)

Comments:

2021

1.7a Reading: NA

1.7b Math: NA

Enter the overall score produced by the average of these two scores: CPA conducts MAP Growth testing in Fall only, and to uses Fall to Fall growth data for the purpose of authorizer accountability. Due to the Covid 19 pandemic Fall MAP testing could not be completed. Those scores would have been to measure school year 2019-2020 outcomes. However in the 2018-2019 school year 63.84% of students met their target RIT in Reading (as compared to 58% in 2018), while 54.84% met their target RIT in math (as compared to 61% in 2018).

Comments:

<p>2020 1.7a Reading: N/A 1.7b Math: N/A Enter the overall score produced by the average of these two scores: N/A</p> <p>Comments: Due to distance learning, spring testing for NWEA was not administered.</p>
<p>2019 1.7a Reading: 3 1.7b Math: 3 Enter the overall score produced by the average of these two scores: 3</p> <p>Comments: The school reported that of the students tested Fall 2018 and Fall 2019, 58% of students (grades 3-12) met their target RIT growth goals for NWEA Reading, and 61% of students in the same grade bands met their target RIT growth goals for NWEA Math.</p> <p>Source: Annual Report, End of year report, Test data spreadsheets</p>

<p>1.8 Is the school meeting state and authorizer-established targets for graduation rate?</p>
<p>1 = Does not meet standard The school was ranked below the 60th percentile for graduation and did not meet state targets.</p>
<p>2 = Approaching standard The school was in the 60th – 89th percentile for graduation and did not meet state targets.</p>
<p>3 = Meets standard The school was in the 90th – 94th percentile for graduation and/or met the school graduation targets.</p>
<p>4 = Exceeds standard The school was in the 95th percentile or above and met state targets for graduation.</p>
<p>2023 Rating: 2.5</p> <p>Comments: The 2021 graduation rate of 89.3% is the most recent data reported by CPA and by MDE.</p>
<p>2022 Rating: 2.5</p>
<p>Comments: The 2021 graduation rate was 89.3%, the state target is 90%, with no student group under 85%</p>

2021

Rating: 2

Comments: The 2020 graduation rate was 88.1%, the state target is 90%, with no student group under 85%

2020

Rating: 4

Comments: CPA's SY18 graduation rate was 86%. This is well above the district (75%) as well as the state (83%). This also represents a 5-percentage point decrease over the 2017 school year.

2019

Rating: 4

Comments: CPA's SY17 graduation rate was 91%. This is well above the district (77%) as well as the state (83%). This also represents a 6 percentage point increase over SY2016.

Source: Annual report

1.9 Are students learning English (English Language Learners/ELL students) performing at or above the state average for English Language Learners as measured by MCA proficiency? Note that for schools with greater than 80% 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 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.

2023

1.9a: Reading: 3

1.9b: Math: 2

Overall Rating: 2.5

Comments: In SY22, CPA's proficiency in reading for English Learners was 8.2% with the State average being 11.8%. The proficiency rate for English learners at CPA in Math was 3.8%, which fell below the state average of 12.5%.

Students identified for EL services had a 8.2% proficiency rate in reading compared to 11.8% for the state overall. In math, students at CPA had a 3.8% proficiency rate vs the state's rate of 12.5%.

Per the North Star Progress toward English Language Proficiency report, 18% of English Learners at CPA met their target vs and overall state percentage of 27.9%.

2022

1.9a: Reading: 3.2 1.9b:

Math: 3.3

Overall Rating: 3.25

Comments: The overall State average for EL performance in reading and math for SY2020-21 was 9.2% proficient. Thus, CPA is within 6 percentage points of the State average.

2021

1.9a: Reading: N/A

1.9b: Math: __N/A__

Overall Rating: N/A__

Comments: Due to the Covid-19 pandemic, MCA tests were not administered in SY2020.

2020

1.9a: Reading: $(4+2)/2=3$

1.9b: Math: $(4+3)/2=3.5$

Overall Rating: 3.25

Comments:

Math

CPA Elementary 25.0% (state 16.0%)

CPA Middle 18.7% (state 16.0%) CPA High N/A

Reading

CPA Elementary 20% (state 12.8%)

CPA Middle 3.1% (state 12.8%) CPA High N/A

2019

1.9a: Reading: 2

1.9b: Math: 1.5

Overall Rating: 1.75

Comments:

Math

CPA Elementary 17.9% (state 20.3%)

CPA Middle 6.3% (state 20.3%)

CPA High NA

Reading

CPA Elementary 11.8% (state 14.9%)

CPA Middle 3% (state 14.9%)

CPA High NA

Source: MDE website

1.10 Are students receiving special education services performing at or above the state average on MCAs? Note that for schools with greater than 80% of students qualifying for FRL, demographic categories will also be filtered by FRL status.

1.10a: Reading

1.10b: Math

1 = Does not meet standard More than 10 percentage points below statewide performance.

2 = Approaching standard 6-10 percentage points below statewide performance.

3 = Meets standard Within 5 percentage points of statewide performance.

4 = Exceeds standard Exceeds statewide performance by more than 5 percentage points.

2023

1.10a: Reading: 1

1.10b: Math: 1

Overall Rating: 1

Comments: The overall percentage of students who qualify for special education services at CPA is 16.7%. The proficiency rates for both reading and math fell well below the state :

Reading: State – 25.9% CPA – 1.3%

Math: State – 24.1% CPA – 4.4%

2022

1.10a: Reading: 1.8

1.10b: Math: 0.0

Overall Rating: 1

Comments: The State average for students receiving special education services in reading and math is 25.8% and 22.5% respectively.

As the state no longer allows for simultaneous filtering for FRL and Sped identification, this indicator cannot be scored as negotiated. In addition, as noted above, figures for SY2021 are presented for informational purposes only due to high opt-out rates coupled with instructional and other disruptions caused by the pandemic.

2021

1.10a: Reading: __NA__

1.10b: Math: __NA__

Overall Rating: _NA__

Comments: Due to the Covid-19 pandemic, MCA assessments were not administered in SY2020.

2020

1.10a: Reading: NA

1.10b: Math: NA

Overall Rating: NA

Comments: Counts were too small to report

2019

1.10a: Reading: 1.00

1.10b: Math: 1.5

Overall Rating: 1.25

Comments:

Math

CPA Elementary 22.2% (state 28.8%)

CPA Middle 6.7% (state 28.8%)

CPA High NA

Reading

CPA Elementary 11.1% (state 30.2%)

CPA Middle 6.7% (state 30.2%)

CPA High N /A

Source: MDE website

1.11 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.

2023

Rating: 4

Comments: Throughout visits, including the renewal visit, it was clear that the mission and vision are at the forefront of the learning program at CPA. The sense of community was articulated in all focus groups (parents, students, teachers, leadership, board). With the return to inperson learning, there is a conscious effort to continue to keep families engaged. This has

included the addition of a Communication and Community Engagement Specialist. CPA also employs Hmong, Latino, Karen and African American Family Engagement Specialists.

Character Education continues to be an area of focus with increased importance following the pandemic. During the renewal visit, the Peacebuilder language was present in the classrooms and was heard in conversations with students and teachers alike. CPA uses Responsive Classroom in K – 6 and Developmental Designs in Grades 7 – 12. In grades 9 – 12, students begin with day with an ethics course through which various topics of peace and ethics are explored in an academic context.

2022

Rating: 4

Comments: True to the foundational principles in the mission and vision, CPA focused on working to ensure the students' needs in mind, body and will were met during the return to inperson learning in SY22. This included a great deal of collaboration and flexibility among staff, students and parents. Keeping the community informed throughout the process has resulted in greater community support.

To help support the core value of academic excellence, CPA is working with the Regional Center of Excellence and due to a reconfiguration of CPA school sites to three schools, an additional Principal, Coach and Dean of Students were added for more support.

CPA continues to practice Responsive Classroom and Developmental Designs. They are also a national Peacebuilders, Inc. model site.

Family involvement and engagement has been especially important during the past two school years. CPA continues to conduct home visits as they have since the start of the school in 1995. Parents are engaged through a monthly newsletter, family nights and programs, a parent engagement committee and parent satisfaction survey.

2021

Rating: 4

Comments: CPA's vision is to create an education, empowered and ethical community and the school strives to accomplish this vision by enacting its mission, which is to foster academic excellence and charter development through the education of the whole person-mind, body and will. The school also strives to embody the following core values: academic excellence, relationships and peace.

Across all interviews, discussions and observations, the strength of CPA's culture and commitment to the vision, mission and core values shines through. Most notable are CPA home visits which have been conducted since its start in 1995, and continued throughout the pandemic. Additionally Community of Peace Academy offers a variety of in-school and extracurricular activities for students that support their academic, social, physical and emotional growth and development.

Since 2011, Community of Peace Academy Kindergarten students have partnered with the East Side Learning Center (ESLC), a free literacy intervention program through which emerging readers receive 1-1 reading support three days per week from trained ESLC volunteer tutors.

Athletics are offered to students in grades 6-12, with boys soccer, girls volleyball and co-ed cross country offered in the fall, boys and girls basketball offered in the winter, and flag football and badminton offered in spring. Other extra-curricular activities for High School students include Student Council, Model United Nations, Drama and Theatre, Piano and Vocal Music Lessons, Art Club, Peer Mediation, and Homework Club. College Readiness support is offered to high school students through College Possible and St. Olaf TRiO Educational Talent Search.

2020

Rating: 4

Comments: As noted in previous years, CPA's vision is to create an educated, empowered and ethical community and the school strives to accomplish this vision by enacting its mission, which is to foster academic excellence and charter development through the education of the whole person-mind, body and will. The school also strives to embody the following core values: academic excellence, relationships and peace.

Throughout interviews, the staff and administration of Community of Peace Academy expressed a continued desire to work hard to meet the needs of all students. Student and parent interviews suggested that they are satisfied with the school's programming. During distance learning the school has provided technology to all students and hotspots for students needing them, additionally teachers have been extending their office hours outside of regular school hours to connect with students.

2019

Rating: 4

Comments: CPA's vision is to create an education, empowered and ethical community and the school strives to accomplish this vision by enacting its mission, which is to foster academic excellence and charter development through the education of the whole person-mind, body and will. The school also strives to embody the following core values: academic excellence, relationships and peace.

Across all interviews, discussions and observations, the strength of CPA's culture and commitment to the vision, mission and core values shines through. Over and over again, people commented on CPA being a trusting and supportive community that is invested in students success, family-focused and relationship-based. The PeaceBuilder curriculum, Responsive Classroom, the annual staff, student and family re-commitment, Parent Talk, and morning announcements were all cited as helping build and maintain the environment.

Additionally, CPA earned the 2019: Minnesota School of Character, Synergy and Leadership Exchange award. Congratulations.

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

1.12 Does students' performance on post-secondary readiness assessments (percentage of graduating seniors accepted to a two or four year college or university) reflect college and career readiness?

1 = Does not meet standard Less than 80% of students demonstrated readiness.

2 = Approaching standard 80-89.9% of students demonstrated readiness.

3 = Meets standard 90-95% of students demonstrated readiness.

4 = Exceeds standard More than 95% of students demonstrated readiness.

2023

Rating: 1

Comments: The most recent data regarding the percentage of graduating seniors accepted into institutions of higher education is from 2020. In the spring of 2020, 57% of graduating seniors were enrolled in an institute of higher education within 16 months of graduation. However, we do not have the information necessary to score this item correctly for SY22. Thus, the score is a 1.

2022

Rating: 1

Comments: Per the annual report, this information is to be disseminated upon receipt of National Student Clearinghouse data. UST has requested the updated information and will complete this section upon receipt.

*St. Thomas did not receive this information, thus a 1 is issued for this section.

2021

Rating: 1

Comments: In the spring of 2020, 72% of seniors were accepted into a 2-year or a 4-year college or university.

2020

Rating: 2

Comments: As reported by CPA 44 of 53 graduating students (83%) were accepted into a 2-year or a 4-year college or university. While this is lower than the 2017 school year this is still commendable.

2019

Rating: 4

Comments: In SY18, 51 of 52 (98%) graduating seniors were accepted to a 2 or 4 year college.

Source: Annual Report (pp. 19)

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

1 = Does not meet standard 29% or fewer of the 5E Indicators are strong over very strong across all 5 Essentials

2 = Approaching standard 30-39% of the 5E Indicators are strong or very strong across all 5 Essentials

3 = Meets standard

40-49% of the 5E Indicators are strong or very strong across all Essentials

4 = Exceeds standard

50% or more of the 5E Indicators are strong or very strong across all 5 Essentials

Note: Scores are calculated for the elementary (K-6) and secondary (7-12) separately and then averaged.

2023

Rating: $1 + 1 + 1 = 3/3=1$

Comments: In the spring of 21-22, CPA Elementary scored strong or very strong in 8 of 28 measures compared to 3 of 20 in 20-21. This moved the Elementary from not yet organized for improvement to partially organized for improvement. The Middle School scored strong or very strong in 2 of 33 measures compared to 3 of 20 in 20-21. This moved the middle school from partially organized for improvement to not yet organized for improvement. The CPA High School maintained the status of partially organized for improvement with 6 of 35 measures scoring as strong or very strong.

2022

Rating: $1+1+2=4/3=1.3$

Comments: In 2020-2021, CPA Elementary scored strong or very strong in 3 of 20 measures, CPA Middle School 2 of 20 and CPA High School scored strong or very strong in 6 of 20 measures with supportive environment being highest.

2021

Rating: $2+4/3=2$

Comments: CPA Elementary scored strong or very strong on 13 of 37 (35%) indicators and CPA Secondary scored strong or very strong on 20 of 37 (54%) indicators.

2020

Rating: 2.

Comments: CPA Elementary scored strong or very strong on 19 of 37 (51%) indicators and CPA Secondary scored strong or very strong on 11 of 38 (28%) indicators.

2019

Rating: 4+2/2=3

Comments:

CPA Elementary scored strong or very strong on 11 of 20 (55%) indicators and CPA Secondary scored strong or very strong on 7 of 20 (35%) indicators. Both demonstrated improvement over the last 3 years.

Source: Annual report (pp. 20)

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

2.1 Does the school have an active finance committee or committee of the whole 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.

2023

Rating: 4

Comments: The Finance Committee meets monthly when school is in session to review school finances and as well as enrollment. A representative from Bergan KDV is present at each board meeting to go through the financial statements and to ensure the board understands all of the financial information. The board not only approves the financial statements at each meeting, they also review and approve the Checks and Wire Payments report.

2022

Rating: 4

Comments: CPA reviews monthly financials at each board meeting which are presented during a Treasurer Report. The Finance Committee meets monthly when school is in session to review financial statements and also to keep an eye on the enrollment report.

2021

Rating: 4

Comments: CPA's finance committee continues to be active, particularly as the school considers the impact of facility expansion on school finances. A Treasurer Report are included in each board meeting in which monthly financials are reviewed and approved.

2020

Rating: 4

Comments: CPA's finance committee meets monthly and includes board members, the school leader, business manager, and representation from the school's financial management firm, BerganKDV. The board receives a comprehensive update on the school's financial status at each board meeting.

2019

Rating: 3.5

Comments: CPA's finance committee continues to be active, particularly as the school considers the impact of facility expansion on school finances. A Treasurer Report are included in each board meeting in which monthly financials are reviewed and approved.

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.
2023 Rating: 3 Comments: In the current fund balance policy, CPA will strive to maintain a fund balance of 20-30% with at least 60 days cash on hand.	
2022 Rating: 3 Comments: CPA has a fund balance policy that states that CPA will strive to achieve and maintain a 20-30% fund balance as a percentage of the yearly general fund expenditures and at least 60 days unrestricted cash on hand.	
2021 Rating: 3 Comments: The school’s fund balance policy is aligned with best practices and states that the school will work toward maintaining a 20-30% fund balance over time. The school has communicated with St. Thomas staff that they will be revising their fund balance policy to include specific goals rather than a fund balance threshold.	
2020 Rating: 2 Comments: The CPA fund balance policy states, “Community of Peace Academy Charter School will work towards achieving and maintaining a 20%-30% fund balance as a percentage of yearly general fund expenditures,” however the policy does not include goals over time. Currently the school’s fund balance is 52.3%. According to information received from the school, they are planning to invest a significant portion of their fund balance in a construction project which will reduce the fund balance to a projected 32%.	
2019 Rating: 3 Comments: The school’s fund balance policy is aligned with best practices and states that the school will work toward maintaining a 20-30% fund balance over time.	
Source: Monthly board packets; Board policy manual	

2.3 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

2023

Rating: 3

Comments: The school completed an audit for SY21 and submitted it on time to MDE and UST. The audit for SY22 is currently underway. This audit is also being conducted by CliftonLarsonAllen.

2022

Rating: 3

Comments: CPA completed the audit conducted by CliftonLarsonAllen, LLP and submitted the annual audit on time to both MDE and UST.

2021

Rating: 3

Comments: CPA completed and submitted its annual audit on time to both MDE and UST.

2020

Rating: 3

Comments: CPA completed and submitted its annual audit on time to both MDE and UST.

2019

Rating: 3

Comments: CPA completed and submitted its annual audit on time to both MDE and UST.

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

2.4 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”
2023 Rating: 1 Comments: The SY22 audit included a material weakness related to internal controls.	
2022 Rating: 4 Comments: The school’s audit was clean with no findings.	
2021 Rating: 4 Comments: The school’s audit was clean with no findings.	
2020 Rating: 1 Comments: In FY2019 CPA received a clean audit with one finding related to legal compliance (prompt payment of bills). In the auditor’s report the following was stated, “We noted one disbursement out of our sample of 25 that was not paid by the School within this standard payment period.” The school has created a corrective action plan in order to ensure that invoices are paid within their respective payment terms or 35 days.	
2019 Rating: 4 Comments: The school’s audit was clean with no findings.	
Source: Annual financial audit	

2.5 Does the school establish and maintain a balanced budget?

-Budget is approved before June 30;

-Includes a cash flow projection for the year

-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

2023

Rating: 3

Comments: Due to the recent building expansion project, the budget projections include a modest surplus through FY25, then a gradual building of the fund balance beginning in FY26. A \$61, 143 surplus was realized in SY22 as opposed to \$1,754,704 in SY21, but that surplus was largely due to federal surplus funding. Both budget and enrollment projections have been updated to reflect the adverse impact of COVID, but an enrollment increase is anticipated for SY22-23. A representative from Bergan KDV meets with the Executive Director on a weekly basis to review enrollment and to look at any financial issues that may arise. The annual budget is constructed and approved prior to June 30 and includes a one, three and five year projected budget. The budget is built on a conservative enrollment estimate. The current budget was built on an enrollment projection of 868 and the October 1 reported enrollment was 870.

2022

Rating: 3

Comments: The enrollment projections established for the CPA expansion plan were adversely affected by the COVID-19 pandemic. In FY21, enrollment decreased which negatively affected the projected budget. In addition, because of the free meals provided, many families did not complete the Application for Educational Benefits used to establish FRP eligibility. This led to a notable loss in compensatory revenue. The leadership team and the Financial Manager continue to watch enrollment figures as well as revenue closely with the goal of adjusting the budget plan accordingly.

2021

Rating: 3

Comments: As noted previously, the finance committee and board created a variety of budget forecasting scenarios to ensure the financial viability and impact of expanding the elementary program and the facility project, which was completed in the fall of 2020. While enrollment was lower this year than in past years, CPA continues to employ conservative budgeting practices with the support of its long-time financial services provider. Annual budgets are submitted by the June 30 deadline and monitored regularly by the Executive Director, Treasurer, and Finance Committee. The school partakes in long-term budget forecasting to guide decision-making (e.g. facility expansion, ebond refinancing, revised salary schedule).

2020

Rating: 3

Comments: As stated in previously CPA has a history of thoughtful, conservative budgeting that continued during SY2020. The school began the year with a budgeted ADM of 785 and an actual enrolment of 782. The school has consistently approved its budget documents through a thorough process that allows adequate time for board review and approval prior to the June 30th deadline. The school's most recent audit showed that for the prior fiscal year actual revenues were \$111,540 greater than expected for a 0.96% variance. The actual expenditures were \$10,346 lower than budgeted for a 0.09% variance. While the School's final budget for the General Fund anticipated that revenues would exceed expenditures by a net of \$494,680, the actual results for the year reflected a surplus of \$616,641 which was a net \$121,961 better than budgeted.

2019

Rating: 3

Comments: CPA continues to employ conservative budgeting practices with the support of its long-time financial services provider. Annual budgets are submitted by the June 30 deadline and monitored regularly by the Executive Director, Treasurer, and Finance Committee. The school partakes in long-term budget forecasting to guide decision-making (e.g. facility expansion, ebond refinancing, revised salary schedule). As noted previously, the finance committee and board created a variety of budget forecasting scenarios to ensure the financial viability and impact of expanding the elementary program and the facility.

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

2.6 Budgeted Enrollment Realization: Does the school's target ADM (as established by initial board-approved budget) match its actual ADM? (Calculated as actual ADM divided by budgeted ADM.)

1 = Does not meet standard	Enrollment realization is 90% or less.
2 = Approaching standard	Enrollment realization is 90-95%.
3 = Meets standard	Enrollment realization is greater than 95%.
4 = Exceeds standard	NOT APPLICABLE

2023

Rating: 3

Comments: The current budget was built on an enrollment projection of 868 and the October 1 reported enrollment was 870.

2022

Rating: 3

Comments: As noted previously, enrollment projections were negatively impacted by COVID-19 which resulted in a decrease in actual ADM. The decrease still falls within the 95% realization.

2021

Rating: 3

Comments: The school's 2020-2021 original budget was based off 853 ADMs, as of March the school had 832 students enrolled, which is an enrollment realization of about 97.5%. The school's working budget is based on 822 ADMs.

2020

Rating: 3

Comments: The initial budget was based off of 785 ADMs, the school has a current enrollment of 782. Which is an enrollment realization of 99%.

2019

Rating: 3

Comments: The school's 2018-2019 budget was based off 771 ADMs, as of April the school had 790 students enrolled, which is an enrollment realization of about 102%. The school's revised budget is based off of 785 ADMs.

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

2.7 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 The school maintains a minimum of 60 days cash on hand or is meeting the cash on hand requirements of its bond covenants, whichever is greater.

4 = Exceeds standard NOT APPLICABLE

2023

Rating: 3

Comments: As of June, 2022, CPA has 140 days of cash on hand.

2022

Rating: 3

Comments: As of June 30, 2021, CPA has 140 days of cash on hand.

2021

Rating: 3

Comments: As of February 2021, CPA has 92 days of cash on hand.

2020

Rating: 3

Comments: According to the February 2020 Financial statements CPA has 115 days cash on hand, which is slightly under the FY19 audited amount of 169 days cash on hand.

2019

Rating: 3

Comments: As of November 2018, CPA had 207 days of cash on hand.

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

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

1 = Does not meet standard 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 between 16-20% of annual expenditures.

4 = Exceeds standard expenditures AND overall academic outcomes fall within the 'meets standard' range.

The school's fund balance is more than 20% of annual expenditures AND overall academic outcomes fall within the 'meets standard' range.

2023

Rating: 4

Comments: As of June 30, 2022, CPA has a fund balance of \$6,249,370 which accounts for 46.9% of expenditures.

2022

Rating: 3

Comments: CPA currently has a fund balance of \$5,855,973 which accounts for 46.6% of expenditures. Given the facility expansion and decrease in enrollment, this is higher than CPA anticipated but is a result of the federal stimulus funding in FY21.

2021

Rating: 3

Comments: The beginning Fund Balance amount of \$4,433,524 represents the audited fund balance at the end of the FY2019-20 school year, which accounts for about 32% of expenditures. While the school's fund balance has exceeded the upper threshold of its desired fund balance per policy, the school still has plans to invest dollars in the upcoming elementary program and facility expansion as well as upgrades to the existing facility (while maintaining a fund balance above 20%).

2020

Rating: 4

Comments: According to the school's most recent audit CPA ended the fiscal year with a fund balance that is 52.32% of expenditures in the General Fund. This represents \$6,042,654.

2019

Rating: 3

Comments: CPA's fund balance moved from 46.06% in SY2017 to 49.5% in SY2018. While the school's fund balance has exceeded the upper threshold of its desired fund balance per policy, UST understands the school intends to invest dollars in the upcoming elementary program and facility expansion as well as upgrades to the existing facility (while maintaining a fund balance above 20%).

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.

<p>2023 Rating: 3</p> <p>Comments: All board members are currently in compliance with required board trainings. One new member was not able to complete the initial trainings so stepped down. New board members receive orientation from the Board Chair and the Executive Director prior to the first meeting. A representative from Bergan KDV conducts financial training with the board on an annual basis.</p>
<p>2022 Rating: 3</p> <p>Comments: All board members are in compliance with initial as well as ongoing training. The ongoing training during the school year included continuing to learn about the finances of CPA and the budgeting process; board member decision-making and the impact of the return to inperson learning on staff and students.</p>
<p>2021 Rating: 3</p> <p>Comments: At the time of the evaluation, all members were in compliance with initial as well as ongoing training.</p>
<p>2020 Rating: 3</p> <p>Comments: All current board members have met both the initial training requirements and as well as the ongoing requirements as well.</p>
<p>2019 Rating: 3</p> <p>Comments: At the time of the evaluation, all members were in compliance with initial as well as ongoing training. CPA has shown a commitment to ensuring board members receive training regularly that is aligned with their board goals and identified areas for learning.</p> <p>Source: Monthly board packets, UST site visits, Statement of compliance sheet</p>

<p>3.2 Does the board meet its governance model requirements as laid out in its bylaws and as required by Minnesota Statute?</p>	
<p>1 = Does not meet standard</p>	<p>The governance model is not clear in the bylaws, the governance model does not meet the requirements laid out in the Charter School Law, or the board does not meet its governance model as laid out in the bylaws.</p>

2 = Approaching standard	The governance model is clearly outlined in the school's bylaws and meets the requirements of the Charter School Law but the board has struggled to recruit members to fill all required seats.
3 = Meets standard	The governance model is clearly outlined in the school's bylaws and meets the requirements of the Charter School Law. The board's recruitment system has resulted in adequate membership which consistently meets all requirements of the Charter Law.
4 = Exceeds standard	NOT APPLICABLE.
2023 Rating: 3 Comments: The configuration of the CPA board is a non-majority board of three teachers, three parents and three community members. Board elections are run according to the Bylaws and in compliance with the laws governing non-profit charter boards. Openings on the board are advertised by a Board Nominating Committee. The nominating committee identifies a final slate of nominees and brings that to the board for approval. Before that approval, a background check is conducted on each candidate. Nominations are accepted by vote of the membership at the annual meeting in May.	
2022 Rating: 3 Comments: CPA Board bylaws specify a configuration changed from six teachers, five parents and two community members to a non-majority board comprised of three teachers, three parents and three community members.	
2021 Rating: 3 Comments: CPA shifted to a 9 member, non-majority board in July 2016 and has consistently seated board members with a range of expertise including individuals with expertise in instruction, finance, and business. It should also be noted that the school currently has a number of former teachers/ alumni of the school as community members on the board.	
2020 Rating: 3 Comments: CPA has consistently seated board members with a range of expertise that meets the governance model identified in the school's bylaws and charter statute. The current board includes individuals with expertise in education, finance, and law.	
2019 Rating: 3 Comments: CPA shifted to a 9 member, non-majority board in July 2016. Feedback on this shift has been positive. Board membership complies with the school bylaws and includes individuals with expertise in education, finance, governance, parent involvement, community engagement, marketing fundraising, and law.	

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

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

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

2023

Rating: 4

Comments: CPA's Executive Director holds administrative licensure as does the Elementary Principal. The Middle School Director is currently enrolled in an administrative licensure program.

2022

Rating: 4

Comments: CPA's executive director holds administrative licensure and, therefore, the board is not required to create a professional development plan.

2021

Rating: 4

Comments: CPA's executive director holds administrative licensure and, therefore, the board is not required to create a professional development plan.

2020

Rating: 3

Comments: CPA's Executive Director is licensed, as such a professional development plan is not required by law. However, the board and Executive Director believe strongly in ongoing learning for all employees. As such, the board in collaboration with the Executive Director set goals regarding professional development that supports the Executive Director's professional growth as well as the school's goals and the Board Strategic Plan.

2019

Rating: 4

Comments: CPA's executive director holds administrative licensure and, therefore, the board is not required to create a professional development plan. It is important to note that, while no plan is required, the executive director is committed to continuous learning and participates in multiple relevant growth opportunities annually.

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

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

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

2023

Rating: 3

Comments: Through observations of the board as well as a review of board packets and discussions with board members, it is clear that the board understands the requirements of the Open Meeting Law. There are no issues of non-compliance reported to St. Thomas. CPA maintains orderly records of policies, minutes, etc., and the website is kept up-to-date with board information.

2022

Rating: 3

Comments: No issues of non-compliance have been reported to St. Thomas. The Board understands the requirements of Open Meeting Law.

<p>2021 Rating: 3 Comments: CPA has demonstrated compliance with Open Meeting Law. No instances of non-compliance were reported to St. Thomas, additionally the school’s website is up to date with the appropriate information posted.</p>
<p>2020 Rating: 3 Comments: No Open Meeting Law violations were observed or reported.</p>
<p>2019 Rating: 3 Comments: CPA has demonstrated compliance with Open Meeting Law. Records are orderly, well-maintained, and accessible. Board meeting notification and implementation also appear to comply. No issues of noncompliance were reported.</p>
<p>Source: Board minutes, ongoing correspondence, UST site visits</p>

<p>3.5 Are all the school’s educational staff appropriately licensed?</p>	
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
<p>2023 Rating: 3 Comments: Per MDE licensure look-up, all staff are appropriately licensed.</p>	
<p>2022 Rating: 3 Comments: There were no issues noted regarding licensure using the MDE licensure look-up system</p>	

<p>2021 Rating: 3 Comments: There were no issues noted regarding licensure using the MDE licensure look-up system</p>
<p>2020 Rating: 3 Comments: All staff are appropriately licensed.</p>
<p>2019 Rating: 3 Comments: No issues were noted during licensure checks using the MDE licensure look-up system.</p>
<p>Source: MDE STAR Discrepancy Reports (self-reported data, crosscheck with licensure file checks) D-1</p>

<p>3.6 Does the school follow the admission policies and procedures outlined in law?</p>	
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
<p>2023 Rating: 3 Comments: The CPA admission policy is up to date and is in compliance with MN State Statute. No issues related to enrollment or admission have been brought to the attention of UST.</p>	
<p>2022 Rating: 3 Comments: CPA's admission policy is up-to-date and the procedures of admission align with the requirements set forth in state statute. No issues have been brought to the attention of St. Thomas.</p>	

<p>2021 Rating: 3 Comments: CPA has admission policies and procedures aligned with requirements set forth in law. No related issues have been brought to the attention of St. Thomas, either from MDE or from parents/ members of the schools community.</p>
<p>2020 Rating: 3 Comments: CPA’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.</p>
<p>2019 Rating: 3 Comments: CPA has admission policies and procedures aligned with requirements set forth in law. The school appears to follow these policies and procedures. No complaints or concerns have been received by UST.</p>
<p>Source: Annual report (pp. 23, Appendix I), authorizer observation</p>

<p>3.7 Does the school complete criminal background checks in accordance with MN Statute and UST expectations?</p>	
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
<p>2023 Rating: 3 Comments: An employee and board member background check policy is in place and up to date. CPA completes criminal background checks on all new staff members, student teachers, Board members and volunteers who will have access to students as well as any parents or community members who chaperone field trips.</p>	
<p>2022 Rating: 3</p>	

Comments: Community of Peace Academy completes criminal background checks on all new staff, Board members, long-term volunteers and student teachers. Any parents or community members who chaperone field trips are also required to complete a criminal background check.

2021

Rating: 3

Comments: Community of Peace Academy has established criminal background check procedures to protect students and staff from unnecessary risks, to provide a safe and nurturing learning environment for students, to defend itself from potential negligence in the hiring or retention of staff, and to protect the reputation of the institution as a body charged with the care of children. Background checks are conducted on all new staff, Board Members, long-term volunteers, and pre-service teachers enrolled in postsecondary teacher education programs. Background checks are also required of parents and community members who chaperone student field trips in cases when the chaperone is solely responsible for a group of students. Finally, CPA requires that background checks are provided and kept on file at the school for all staff contracted through outside agencies.

2020

Rating: 3

Comments: CPA certified that background checks are conducted on all new staff, Board Members, long-term volunteers, and pre-service teachers enrolled in postsecondary teacher education programs. Additionally, the school reported that background checks are also required of parents and community members who chaperone student field trips in cases when the chaperone is solely responsible for a group of students.

2019

Rating: 3

Comments: The school certifies that it completes background checks for all new teachers and staff, board members, long-term volunteers and pre-service teachers. Background checks are also required of parents and community members who chaperone student field trips when the chaperone is solely responsible for a group of students.

Source: UST site visit, board chair interview, background check policy, Quarterly Report 2 (pp. 4, 34-37).

3.8 Is the school compliant with other applicable law?

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

<p>2023 Rating: 3 Comments: CPA is in compliance with other applicable laws and no instances of noncompliance have been observed or reported.</p>
<p>2022 Rating: 3 Comments: CPA is in compliance with other applicable law. The Safe and Supportive Schools policy has been updated as has Lead in Schools to comply with recent legislation.</p>
<p>2021 Rating: 3 Comments: CPA appears to be in compliance with other applicable law. No instances of noncompliance were observed or reported.</p>
<p>2020 Rating: 3 Comments: CPA appears to be in compliance with other applicable law. No instances of noncompliance were observed or reported.</p>
<p>2019 Rating: 3 Comments: UST appears to be in compliance with all applicable law. No instances of noncompliance were observed or reported.</p>
<p>Source: UST site visit, board chair interview, background check policy</p>

<p>3.9 Do all board members exhibit understanding of the role of the board and utilize nonprofit governance best practices including:</p> <ul style="list-style-type: none"> -Understanding of board and school leader roles (governance vs. management) -Annual board self-evaluation -Annual school-leader evaluation -Annual evaluation of Educational Service Provider (CMO/EMO) if applicable -Regular Strategic planning (at least once every five years) 	
<p>1 = Does not meet standard</p>	<p>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.</p>

2 = Approaching standard	Some board members, but not all, exhibit understanding of their roles as board members and the role of the school leader. Board policies and practices are not always transparent and/or are not fully developed. The board inconsistently addresses issues central to its role such as leader evaluation and school financial/academic health.
3 = Meets standard	The Board exhibits understanding of its role and the role of the school leader. The board policies and practices

are generally transparent and systems are in place to maximize effectiveness of the board, including an orientation process for new members and a plan for conducting and tracking initial and ongoing training. The board is able to adequately sustain its membership through recruitment efforts.

4 = Exceeds standard	NOT APPLICABLE
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2023
Rating: 3

Comments: The CPA board plans to update the current strategic plan in SY22-23. The fields of expertise by current board members include education, governance, finance, and community involvement. Through interviews with board members, an annual self-evaluation is completed as is an annual school leader evaluation. Board orientation is provided to new Board Members by the Board Chair and Executive Director prior to their first Board meeting. All new Board Members are required to initiate board training in the areas of School Finance, Governance and Employment within the first 6 months of being seated, and to complete training within one year of being seated.

2022
Rating: 3

Comments: The CPA Board conducts a self-review annually. Based on the self review completed in February and reviewed in March, the Board goals are as follow:

- Continue to periodically evaluated interim Executive Director and make a decision on hiring a permanent Executive Director (in January, the Board hired Tim McGowan as full-time Executive Director)
- Support staff in identifying a secure identity especially around social/emotional curriculum and helping to strengthen the implementation of CPA mission and vision
- Make progress updating Board policies
- Develop a process for updating the strategic plan
- CPA has an onboarding process for new members which is provided by the Board chair and Executive Director.

2021

Rating: 3

Comments: While CPA has a new board chair this year, she and the majority of CPA board members have numerous years of service on the board and or have been involved with the school for a number of years. The Board has a Nominating Committee, which actively advertises and recruits candidates for open seats. CPA has an onboarding process for new members which is provided by the Board chair and Executive Director. CPA is also cognizant of state training requirements for new board members and committed to engaging in regular trainings aligned with board goals and identified growth areas. This year alone the board has engaged in trainings to deepen their understanding of charter policy/ their relationship with their authorizer as well as trainings related to finance. Moreover at a board observation the school's liaison was able to observe board members discussing research related to increasing the number of Hmong men in post secondary programs.

2020

Rating: 3

Comments: As noted in previous evaluations, the CPA's board is well-functioning and understands its role. The board has 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 has 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 equity and diversity training. And have engaged in conversations around recruiting former CPA students for board member roles.

2019

Rating: 3

Comments: The majority of CPA board members have numerous years of service on the board and board meeting observations indicate the individuals understand their roles. The board chair is in her third year. The Board has a Nominating Committee, which actively advertises and recruits candidates for open seats. CPA has an onboarding process for new members which is provided by the Board chair and Executive Director. CPA is also cognizant of state training requirements for new board members and committed to engaging in regular trainings aligned with board goals and identified growth areas.

Additionally, the CPA board has a strategic plan that guides the school and is updated/refreshed regularly. CPA also completes an annual evaluation of the Executive Director and an annual board self-evaluation.

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

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

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

2023

Rating: 3

Comments: CPA utilizes a working document outlining when various policies must be updated and this document is reviewed by the Board Chair to ensure all policies are in compliance. A comprehensive electronic file of Board Policies and Bylaws is kept by the Executive Director, and both are posted to the Board of Directors page of the Community of Peace Academy website.

2022

Rating: 3

Comments: Policies are reviewed and updated annually at the August board meeting, and as needed to comply with changes in statute (such as the Safe and Supportive Schools Act) or specific circumstances and needs (such as updates to the Wellness Policy and the addition of a Gender Accommodation policy).

In 2020-2021, the CPA Board of Directors created a new board committee, the Mission and Policy Committee. The Committee's charge is as follows: "The work of the Mission and Policy Committee is to help focus the work of our entire district on our mission. This committee will seek, analyze, and reflect upon evidence related to student performance and growth in the areas of academic excellence, relationships, and peace in order to improve the outcomes of all students and improve our student's learning experience. This committee will lead the initiative to update our Strategic Plan. Also, this committee sets up a schedule for the regular review of school policy over the course of each school year and submits updated policies to the board for approval." The Mission and Policy Committee regularly reviews and updates policies for board approval and regular board meetings.

A comprehensive electronic file of Board Policies and Bylaws is kept by the Executive Director, and both are posted to the Board of Directors page of the Community of Peace Academy website.

2021

Rating: 3

Comments: The Governance Committee of the Board of Directors completed a comprehensive review and updating of board bylaws in Spring 2016. The committee secured the services of school attorney Jim Martin of Booth Law Group for the purpose of reviewing the bylaws for compliance with all legal requirements.

Moreover, the Community of Peace Building Company Board conducted a review and update of the Building Company board bylaws in fall 2018. CPA reviewed bylaws from other schools and secured the services of the law firm Davis Law to advise on the bylaw revision and to ensure compliance with all legal requirements.

Additionally, this year the CPA Board of Directors has created a new board committee, the Mission and Policy Committee. The Committee's charge is as follows: "The work of the Mission and Policy Committee is to help focus the work of our entire district on our mission. This committee will seek, analyze, and reflect upon evidence related to student performance and growth in the areas of academic excellence, relationships, and peace in order to improve the

outcomes of all students and improve our student's learning experience. This committee will lead the initiative to update our Strategic Plan. Also, this committee sets up a schedule for the regular review of school policy over the course of each school year and submits updated policies to the board for approval."

A comprehensive electronic file of Board Policies and Bylaws is kept by the Executive Director, and both are posted to the Board of Directors page of the Community of Peace Academy website.

2020

Rating: 2

Comments: While the CPA board has not completed a comprehensive review of its bylaws/policies in the last 3 years the Governance Committee of the Board of Directors completed a comprehensive review and updating of board bylaws in Spring 2016. Additionally, the Community of Peace Building Company Board conducted a review and update of the Building Company board bylaws in fall 2018.

CPA's Executive Director, has discussed creating a new policy review process and annual calendar for regular Board review of policies, this is a new process that the school hopes to have in place starting in the 2020 -21 school year.

2019

Rating: 3

Comments: Policies are reviewed and updated annually at the August board meeting, and as needed to comply with changes in or specific circumstances and needs. CPA's Board of Directors is attuned to policy requirements in statute, yet prudent in distinguishing between policies, plans and procedures and only passing policies that are either required by statute or deemed essential. CPA completed a two-year comprehensive review of school policies in 2014-2015 school year. The Essential Charter School Policy Manual created by local charter school attorney Cindy Lavorato was purchased for this purpose.

The Governance Committee of the Board of Directors completed a comprehensive review and updating of board bylaws in Spring 2016. The committee secured the services of school attorney Jim Martin of Booth Law Group for the purpose of reviewing the bylaws for compliance with all legal requirements.

A comprehensive electronic file of Board Policies and Bylaws is kept by the Executive Director, and both are posted to the Board of Directors page of the Community of Peace Academy website.

Source: Board minutes, board policies, 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, check register, cash flow sheet, enrollment report, balance sheet and income and expense report), 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

2023

Rating: 3

Comments: CPA continues to utilize a password-protected shared drive to post board packets. These are available to board members and UST at least three days prior to meetings. The board agendas are emailed prior to the board packets.

<p>2022 Rating: 3</p> <p>Comments: Board materials are posted to a password protected shared drive and are available to board members and UST at least three days prior to meetings.</p>
<p>2021 Rating: 3</p> <p>Comments: CPA utilizes a password protected shared drive to post board packets. The material is posted and available to board members and the UST liaison at least 3 days prior to meetings.</p>
<p>2020 Rating: 3</p> <p>Comments: CPA utilizing a shared drive to post board packets. The material is posted and available to board members and the UST liaison at least 3 days prior to meetings.</p>
<p>2019 Rating: 3</p> <p>Comments: CPA utilizes a shared drive to post board packets. The material is posted and available to board members and the UST liaison at least 3 days prior to meetings.</p>
<p>Source: Monthly board packets; Board materials tracking document (G-1 CS info)</p>

3.12 Is the school fulfilling its legal obligations related to access and services to English language learners (ELLs)? 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 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
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4 = Exceeds standard	NOT APPLICABLE
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2023
Rating: 3
Comments: CPA has noted a decrease in the number of students qualifying for English learner services over the last few years. The percentage of students qualifying for services has dropped from 46% in 2010 to approximately 25-30% for the last several years. The percentage is 31% for SY22, up slightly from SY21.

CPA currently employs 6 ELD instructors as well as an ELD Coordinator. More positions will be added if suitable candidates can be found. Instruction occurs in small groups and pull-out. CPA also employs a teacher specifically for English Learners who qualify for Special Education. In the Elementary School, which has the highest percentage of English Language Learners, ELD teachers work with the classroom teachers to support the language development of all learners, with an emphasis on dual language learners. In Middle School and High School, the ELD teachers provide instruction to eligible students through both pull-out and push in-services as well as some elective classes. All ELD instructors are involved in the assessment and evaluating the progress of English Language Learners in meeting academic learning targets and English Language Acquisition targets.

2022
Rating: 3
Comments: The English Learner (EL) rate is 26.5% district-wide or 216 students, with the majority of those students enrolled in the primary grades. CPA's EL rate by school is as follows: CPA Elementary, 37.2% (106 students); CPA Middle School, 20.1% (56 students); CPA High School 21.3% (54 students). CPA's EL enrollment is notably higher than the statewide rate of 8.4%. The percentage of English Learners has remained relatively steady for the past four years, with a slight decline this year, following several years of annual declines. The school has seen a modest but steady decrease in Asian student enrollment with a corresponding increase in Black and Latino student enrollment. Furthermore, the rate of Asian students qualifying for EL services at CPA is also declining.

In CPA Elementary, an ELD teacher works with each grade level team of two to three classroom teachers to support the academic growth and English language development of all students, with an emphasis on dual language learners and students needing academic language development, through common planning, co-teaching and shared instructional decision-making. The ELD

teacher also administers academic and language assessments for the purpose of establishing eligibility for EL services, and evaluates student progress in meeting academic learning targets and English Language Acquisition targets.

In CPA Middle School two ELD teachers and in CPA High School one ELD teacher provide EL service to eligible students through a combination of push-in support and direct EL instruction through elective classes. Each ELD teacher also administers academic and language assessments for the purpose of establishing eligibility for EL services, and evaluates student progress in meeting academic learning targets and English Language Acquisition targets.

An EL Coordinator provides EL department leadership, ensures compliance with state and federal EL requirements, and serves on the district leadership team.

Comments:

2021

Rating: 3

Comments: Community of Peace’s English Learner (EL) rate is 28.3% district-wide or 221 students, with the majority of those students enrolled in the primary grades. CPA’s EL rate by school is as follows: CPA Elementary, 39.5% (111 students); CPA Middle School, 23.5% (60 students); CPA High School 20.4% (50 students). CPA’s EL enrollment is notably higher than the statewide rate of 8.5%.

The percentage of English Learners has remained relatively steady for the past four years, with a slight increase this year, after several years of annual declines. Additionally, the majority of CPA’s English Learners are long-term English Learners, as opposed to newcomers to the United States. Research has historically focused on newcomer students and schools that serve a homogenous student population, but is still emerging for long-term English Learners. CPA is particularly focused on best practices for long-term English Learners in schools that serve students of diverse language backgrounds. CPA’s EL Coordinator is in the process of conducting a program evaluation to better understand strengths and weaknesses in programming to drive EL student achievement.

At the elementary level, CPA employs a Co-Teach model. Specifically, an an EL Co-Teacher works with each grade level team of two classroom teachers to support the academic growth and English language development of all students, with an emphasis on dual language learners and students needing academic language development, through common planning, co-teaching and shared instructional decision-making. The Co-Teacher also administers academic and language assessments for the purpose of establishing eligibility for EL services, and evaluates student progress in meeting academic learning targets and English Language Acquisition targets.

In CPA Middle School and CPA High School, one ELD teacher per school provides EL service to eligible students through a combination of push-in support and direct EL instruction through elective classes. Each ELD teacher also administers academic and language assessments for the purpose of establishing eligibility for EL services, and

evaluates student progress in meeting academic learning targets and English Language Acquisition targets.

An EL Coordinator provides EL department leadership, ensures compliance with state and federal EL requirements, and serves on the district leadership team.

2020

Rating: 3

Comments: CPA's English Learner (EL) rate is 28.3% district-wide or 221 students, with the majority of those students enrolled in the primary grades. CPA's EL rate by school is as follows: CPA Elementary, 39.5% (111 students); CPA Middle School, 23.5% (60 students); CPA High School 20.4% (50 students). The majority of CPA's English Learners are long-term English Learners, as opposed to newcomers to the United States. CPA's EL enrollment is notably higher than the statewide rate of 8.3%.

In CPA Elementary, an ELD teacher works with each grade level team of two classroom teachers to support the academic growth and English language development of all students, with an emphasis on dual language learners and students needing academic language development, through common planning, co-teaching and shared instructional decision-making.

In CPA Middle School two ELD teachers and in CPA High School one ELD teacher provides EL service to eligible students through a combination of push-in support and direct EL instruction through elective classes. Additionally, a bilingual Hmong-English speaking paraprofessional and a bilingual Spanish-English speaking paraprofessional provide native language support to students in grades PreK-2.

From conversations with administration and teachers CPA is following MN Statewide Procedures for identification, entrance and exit.

2019

Rating: 3

Comments: CPA's English Learner (EL) rate is 25.3% district-wide or 200 students, with the majority of those students enrolled in the primary grades. CPA's EL rate by school is as follows: CPA Elementary, 33.2% (129 students); CPA Middle School, 21.6% (32 students); CPA High School 15.4% (39 students). The majority of CPA's English Learners are long-term English Learners, as opposed to newcomers to the United States. CPA follows Minnesota Department of Education (MDE) guidelines for English Learner (EL) identification student placement.

At the elementary level, CPA employs a Co-Teach model. Specifically, an EL Co-Teacher works with each grade level team of two classroom teachers to support the academic growth and English language development of all students, with an emphasis on dual language learners and students needing academic language development, through common planning, co-teaching and shared instructional decision-making. The Co-Teacher also administers academic and language

assessments for the purpose of establishing eligibility for EL services, and evaluates student progress in meeting academic learning targets and English Language Acquisition targets.

In CPA Middle School and CPA High School, one ELD teacher per school provides EL service to eligible students through a combination of push-in support and direct EL instruction through elective classes. Each ELD teacher also administers academic and language assessments for the purpose of establishing eligibility for EL services, and evaluates student progress in meeting academic learning targets and English Language Acquisition targets.

An EL Coordinator provides EL department leadership, ensures compliance with state and federal EL requirements, and serves on the district leadership team.

Source: UST site visits, Reference ELL Packet, Formalized complaints at MDE, or Critical Elements review (SP-1), Annual Report

3.13 Is the school fulfilling its legal obligations related to access and services to students with individual education plans (IEPs)? (i.e. The school has a TSES manual that is schoolspecific 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

2023

Rating: 3

Comments: The percentage of students who qualify to receive special education services at CPA is 16.7% or 139 students. Currently CPA employs 8 special education teachers, 2 speech/language pathologists, a school psychologist, a due process coordinator who also coordinates the 504 plans, and a special education coordinator.

CPA utilizes a five-phase schoolwide support model: 1) early identification; 2) intervention planning and implementation; 3) referral to special education; 4) special education evaluation; 5) eligibility determination. CPA partners with resident districts when necessary to provide students with the most appropriate services. CPA contracts for service with two part-time School

Psychologists, two part-time Speech/Language Pathologists, two part-time Occupational Therapists, an Audiologist, one part-time Blind/Visually Impaired Teacher and a Deaf/Hard of Hearing Teacher. Contracts for service are arranged on an as-needed basis for Autism Specialist, Developmental Cognitive Disorder (DCD) Specialist, Applied Behavior Analyst and Behavior Interventionist. CPA contracts with Twin Cities Transportation, Inc. for the provision of special transportation and with Creatively Focused for Special Education Director Services. CPA also contracts with Creatively Focused for due process scheduling support, and employs a full-time Special Education Coordinator.

There have been no complaints regarding special education services to MDE or UST.

2022

Rating: 3

Comments: The district-wide rate of students receiving special education is 16.3%, or 133 students. CPA's Special Education rate by school is as follows: CPA Elementary, 11.9% (34 students); CPA Middle School 16.5% (46 students); CPA High School 20.9% (53 students). The higher rate of students receiving special education services in CPA Middle and High School is largely due to students with IEPs making up a much higher than average percentage of all new student enrollment into the secondary program. This is consistent with Community of Peace Academy's reputation for success with at-risk learners.

CPA's special education referral process begins at the problem-solving stage. The Elementary Academic Interventionist/STAT Coordinator oversees the Student Teacher Assistance Team (STAT) for CPA Elementary. In Middle and High School, the Social Workers help to support the Student Teacher Assistance Team. The primary goal of STAT is student progress and success. If multiple interventions are unsuccessful, the child may be referred for a special education evaluation.

New referrals to special education are brought to the Child Study Team, which is led by the Special Education Coordinator. If an evaluation is deemed appropriate, a case manager is assigned, and an Evaluation Planning meeting with the student's parents and appropriate team members is established. If the child is found eligible, an IEP is drafted to address the disability-related needs identified in the evaluation report.

CPA employs 10 Special Education Teachers across CPA's Pre-K, Elementary, Middle and High School as well as 13 Special Education Paraprofessionals. CPA contracts for service with two part-time School Psychologists, two part-time Speech/Language Pathologists, two part-time Occupational Therapist, an Audiologist, one part-time Blind/Visually Impaired Teacher and a Deaf/Hard of Hearing Teacher. Contracts for service are arranged on an as needed basis for Autism Specialist, Developmental Cognitive Disorder (DCD) Specialist, Applied Behavior Analyst and Behavior Interventionist. CPA contracts with Twin Cities Transportation, Inc. for the provision of special transportation. CPA contracts with Creatively Focused for Special Education Director Services. Kelly Semlak of Creatively Focused serves as CPA's Special Education Director. CPA also contracts with Creatively Focused for due process scheduling support, and employs a full time Special Education Coordinator.

2021

Rating: 3

Comments: Community of Peace’s district-wide rate of students receiving special education is 14.5%, or 113 students. CPA’s Special Education rate by school is as follows: CPA Elementary, 10.7% (30 students); CPA Middle School is 17.3% (44 students); CPA High School 15.9% (39 students). The higher rate of students receiving special education services in CPA Middle and High School is largely due to students with IEPs making up a much higher than average percentage of all new student enrollment into the secondary program.

CPA has a clear process for the identification of students for special education services. CPA’s special education service delivery model is designed to provide students a free and appropriate public education in the least restrictive environment, in accordance with the Individuals with Disabilities Education Act. To that end, CPA provides or arranges for a full spectrum of special education services. Federal settings I, II and on occasion federal setting III services are provided at CPA through teacher consultation, adaptations and modifications and/or paraprofessional support in the general classroom, as well as pull-out specialized instruction and occasional content instruction in a resource room environment. CPA partners with students’ resident school districts for specialized services such as some setting III programming, setting IV services, interim alternative educational settings, career and technical education, and transition services for students ages 18-21.

Lastly, Colleen Schatz of Creatively Focused serves as CPA’s Special Education Director. Creatively Focused also supplies the school with support from Kelly Semlak as an Assistant Director of Special Education and Due Process Specialist, and Ariel Larpenteur as a special education teaching coach.

On top of all that, CPA employs 9 Special Education Teachers across CPA’s Pre-K, Elementary, Middle and High School. In addition, 13 Special Education Paraprofessionals support the delivery of specialized instruction across the three schools. and contracts with other specialists and supports as needed.

2020

Rating: 3

Comments: CPA’s district-wide rate of students receiving special education is 14.5% (113 students). CPA’s SPED rate by school is as follows: CPA Elementary, 10.7% (30 students); CPA Middle School is 17.3% (44 students); CPA High School 15.9% (39 students).

CPA’s special education service delivery model is designed to provide students a free and appropriate public education in the least restrictive environment, in accordance with the Individuals with Disabilities Education Act and students mainly receive “push in” services.

It is important to note that CPA Elementary School was prioritized for targeted support in 2018 because the three-year average in the subgroup of students receiving Special Education services was below performance thresholds. Due to this designation the school performed a self-evaluation on its special education programming and has implemented program improvements designed to improve special education achievement outcomes.

In terms of staffing, CPA employs 8 Special Education Teachers across CPA's Pre-K, Elementary, Middle and High School. In addition, 11 Special Education Paraprofessionals support the delivery of specialized instruction across the three schools. CPA also maintains contracts for service with...

- Two part-time School Psychologists
- Two part-time Speech/Language Pathologists
- An Occupational Therapist
- An Audiologist
- A Deaf/Hard of Hearing Teacher
- Autism Specialist, Developmental Cognitive Disorder (DCD) Specialist, Applied Behavior Analyst and Behavior Interventionist (as needed)

The school appears to have a solid identification process and a search on MDE shows no current complaints.

2019

Rating: 3

Comments: CPA’s district-wide rate of students receiving special education is 13.7% (108 students). CPA’s EL rate by school is as follows: CPA Elementary, 10.8% (42 students); CPA Middle School is 10.1% (15 students); CPA High School 20.1% (51 students). CPA has a clear process for the identification of students for special education services.

CPA’s special education service delivery model provides or arranges for a full spectrum of special education services. Federal settings I, II and on occasion federal setting III services are provided at CPA through teacher consultation, adaptations and modifications and/or paraprofessional support in the general classroom, as well as pull-out specialized instruction and occasional content instruction in a resource room environment. CPA partners with Intermediate District Northeast Metro 916 and with students’ resident school districts for specialized services such as some setting III programming, setting IV services, interim alternative educational settings, career and technical education, and transition services for students ages 18-21.

CPA contracts with Creatively Focused for Special Education Director Services. Emily Cooley Dobbins of Creatively Focused serves at CPA’s Special Education Director. CPA also employs a full time Special Education Coordinator, a full-time Due Process Specialist and a half-time Due Process Secretary. CPA employs an Early Childhood Special Education Teacher and eight Special Education Teachers across CPA Elementary, Middle and High School. In addition, fifteen Special Education Paraprofessionals support the delivery of specialized instruction across the three schools. CPA maintains contracts for service with two part-time School Psychologists, two part-time Speech/Language Pathologists, an Occupational Therapist, an Audiologist, a Deaf/Hard of Hearing Teacher. Contracts for service are arranged on an as needed basis for Autism Specialist, Developmental Cognitive Disorder (DCD) Specialist, Applied Behavior Analyst and Behavior Interventionist.

Source: UST site visits, Reference: special education investigation search on MDE website and special education training materials; Special education director interview, Quarterly Report 2 (pp. 2-3)

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

1 = Does not meet standard	The attendance rate is less than 85 percent
2 = Approaching standard	The attendance rate is between 85 and 89 percent
3 = Meets standard	The attendance rate is 90-94 percent OR improves by at least 0.1 percent over the previous year
4 = Exceeds standard	The attendance rate is more than 95 percent

2023

Rating: 1

Comments: Per the Northstar rating system, CPA's Consistent Attendance rate continues to be 81.1%. In terms of students, this means that 571 of 704 students have consistent attendance.

***Per the renewal application, CPA reported that internal reports indicate a consistent attendance rate of 83.2%. This remains below the 85% threshold, so the rating does not change, but the further analysis is appreciated.*

2022

Rating: 1

Comments: Based on the Northstar rating system, CPA's Consistent attendance rate was 81.1% which is a decrease from 84.8% in the last school year. The statewide average for consistent attendance is 85.3%.

2021

Rating: 1

Comments: Based on the Northstar rating system, which looks at consistent attendance (students attending 90% of the time while enrolled), CPA Elementary's Consistent attendance rate was 84.80%, compared to a statewide average rate of 85.35%.

2020

Rating: 2

Comments: Based on the state's Northstar System, 84.8% of CPA's students consistently attended in SY2019 (attend 90% of the time while enrolled). This is below the statewide percentage or 85.4%.

2019

Rating: 1

Comments: Based on the Northstar rating system, which looks at consistent attendance (students attending 90% of the time while enrolled), 81.9% of CPA students attend consistently with rates of 85.6% at elementary level and 75.6% at high school level.

Source: Annual reports (pp. 13), MDE website (data downloads)

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

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

2 = Approaching standard	Between 70 and 84 percent of teachers remained at the school last year (excluding retirements).
3 = Meets standard	More than 85 percent of teachers remained at the school last year (excluding retirements).
4 = Exceeds standard	Over the course of the contract (or at least 3 years) teacher retention has consistently remained high (>85 percent)
<p>2023 Rating: 1</p> <p>Comments: Per the retention table (Appendix C) in the 2021-22 Annual Report, there was a retention rate of 61% of staff overall. This is a lower than expected staff retention rate. The percentages of retention per position are:</p> <ul style="list-style-type: none"> • Elementary – 53% • Middle School – 69% • High School – 36% • Specialists – 78% • ELD – 55% • Special Education – 58% • Interventionists – 60% • Leadership – 79% 	
<p>2022 Rating: 2</p> <p>Comments: From 2020-2021 to the 2021-2022 school year CPA retained 84% of its teachers.</p>	
<p>2021 Rating: 2</p> <p>Comments: From the 2019-2020 school year to the 2020-2021 year CPA retained 66 of 89 (74%) teachers (note this does not include instructional coaches, interventionists or coordinators)</p>	
<p>2020 Rating: 2</p> <p>Comments: The school reported that 13 out of the 67 teaching staff from the 2018-19 school year did not return for the 2019-20 school year. One position was eliminated so that's not included in the total. This is a retention rate of 80%</p>	
<p>2019 Rating: 2</p> <p>Comments: From SY2018 to SY2019 CPA retained 46 of 57 (81%) teachers, 7 of 8 (88%) coaches and specialists and 5 of 5 administrative team members (100%).</p>	
<p>Source: Annual report (Appendix C)</p>	

3.16 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

2023

Rating: 3

Comments: On October 1, 2021, 809 students were enrolled at CPA. After October 1, 83 students withdrew and 65 students enrolled. 774 students were enrolled for the entire 2021-22 school year.

2022

Rating: 1

Comments: The student attrition was not updated in the 2021 Annual Report. The most current data in the report is from the 2019-2020 school year.

2021

Rating: 3

Comments: On October 1, 2019 777 students were enrolled at CPA. Over the course of the year, 33 students left after October 1 and 39 students enrolled after this date. 759 students were enrolled the entire 2019-2020 school year at CPA.

2020

Rating: 3

Comments: CPA ended SY2018 with 768 students, down from 800. After October 1, 28 new students enrolled and 39 students exited.

2019

Rating: 3

Comments: On October 1, 2017 791 students were enrolled at CPA. At the conclusion of the school year 788 students were enrolled. Over the course of the year, 28 students left after October 1 and 25 students enrolled after this date.

Source: Annual report (pp. 22)

3.17 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 20%.
2 = Approaching standard	More than 75% but less than 85% of parents surveyed indicate they are satisfied with the school.
3 = Meets standard	More than 85% but less than 95% of parents surveyed indicate they are satisfied with the school.
4 = Exceeds standard	At least 95% of parents surveyed indicate they are satisfied with the school.

2023

Rating: 3

Comments: Community of Peace Academy administers a parent satisfaction survey each spring in order to determine the level of satisfaction of parents and families regarding various aspects of the school. The results of the 2021-2022 survey remain strong overall, with an overall average score of 3.19 out of 4 points, and no individual factors below a 2.0. The highest rated factor was “Teachers and staff respond to my questions and concerns.” rated at a 3.43, and the lowest was, “I feel connected to other families at CPA” rated at a 2.58.

2022

Rating: 3

Comments: Community of Peace Academy administers a parent satisfaction survey each spring in order to determine the level of satisfaction of parents and families regarding various aspects of the school. The results of the 2020-2021 survey remain strong overall, with an overall average score of 3.19 out of 4 points, and no individual factors below a 2.0. The highest rated factor was “Teachers and staff respond to my questions and concerns.” rated at a 3.43, and the lowest was, “I feel connected to other families at CPA” rated at a 2.58.

2021

Rating: 3

Comments: Community of Peace Academy administers a parent satisfaction survey each spring in order to determine the level of satisfaction of parents and families regarding various aspects of the school. The results of the 2019- 2020 survey remain strong overall, with an overall average score of 3.19 out of 4 points, and no individual factors below a 2.0. 93% of families stated that they either agree or strongly agree with the statement, “I am satisfied with the academic programs at CPA.”

2020

Rating: 4

Comments: CPA reported that 104 parents responded to the satisfaction survey, which a lower response rate than recorded in past years. However, 96% of families that responded noted they were either very satisfied or satisfied with the school

2019

Rating: 4

Comments: CPA saw a marked improvement in family participation on the annual survey – up from 160 to 200. CPA received an overall satisfaction rating of 3.4. 97.5% of agreed or strongly agreed that they were satisfied overall with CPA.

The survey shifted from a 5 to a 4 point scale in SY2018 (the neutral option was eliminated). Additionally, the survey was streamlined so include fewer questions.

Source: Annual report, (Appendix A)

3.18 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.

2023
Rating: 4

Comments: The CPA building is secure and has a buzz-in system at the entrance. The classrooms, especially in the new section, are spacious and the building is well-maintained. A waiting list has been implemented so that classrooms are not filled over capacity. There is a warm and welcoming environment.

2022
Rating: 4

Comments: CPA appears to provide a well-maintained and safe facility (no issues or complaints have been raised). Observations highlight a welcoming environment that is rich visually and emphasizes the school’s mission and core values.

2021

Rating: 4

Comments: CPA appears to provide a well-maintained and safe facility (no issues or complaints have been raised). Observations highlight a welcoming environment that is rich visually and emphasizes the school's mission and core values.

Additionally, this year (2020-2021) CPA completed an addition to the east wing of the existing school building, the school contracted with DSGW as architects and JB Vang Realty for development management.

2020

Rating: 4

Comments: As previously stated, CPA appears to provide a well-maintained and safe facility (no issues or complaints have been raised). Observations highlight a welcoming environment that is rich visually and emphasizes the school's mission and core values.

Additionally, the board and school community have explored a variety of options for growing the elementary program and adding the space needed to accommodate this growth. As decided by school leadership, the board and broader community CPA is moving forward with plans to build an addition to the school building that will accommodate a 3rd section of students in grades K-6. The school is working with DSGW as architects and JB Vang Realty for development management. Initially the estimated date for completion was July 15, 2020, but due to Covid-19 and other setbacks the project is set to continue into the fall. This being said the CPA team plans to temporarily convert unused classrooms as spaces for students until construction is completed.

2019

Rating: 4

Comments: CPA appears to provide a well-maintained and safe facility (no issues or complaints have been raised). Observations highlight a welcoming environment that is rich visually and emphasizes the school's mission and core values. CPA has been grappling with building capacity over the last few years.

The board and school community have explored a variety of options for growing the elementary program and adding the space needed to accommodate this growth. UST commends CPA for your thoroughness and commitment to a fiscally responsible and viable option. We look forward to continuing to follow your progress.

Specifically, CPA has decided to complete an addition to the east wing of the existing school building, which does not require an expansion application per statute as it is contiguous space. The school is working with DSGW as architects and JB Vang Realty for development management. The estimated date for completion is July 15, 2020.

Source: Authorizer observation

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...
<i>Level One</i> Notice of Concern	<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).
<i>Level Two</i> Notice of Deficiency	<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.
<i>Level Three</i> Notice of Probationally Status	<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.
<i>Level Four</i> Charter Extended Review	<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.
<i>Level Five</i> Charter Revocation	<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</p> <p>Segregate 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</p> <p>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>			
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Item	Description of Required Actions	School's Responsible	Completion Date Party	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. 			

<p>5</p>	<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 			
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Item	Description of Required Actions	School's Responsible	Completion Date Party	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 			

	<p>with data practices under chapter 13 and the Family Educational Rights and Privacy Act of 1974, United States Code, title 20, section 1232(g).”</p>			
<p>6</p>	<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. 			
<p>7</p>	<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	Completion Date Party	Status
	<input type="checkbox"/> Charities with property on the premises of the School should be notified to remove 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 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 			
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Item	Description of Required Actions	School's Responsible	Completion Date Party	Status
	<ul style="list-style-type: none"> <input type="checkbox"/> PERA <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.) <i>See</i> 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>			

	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.			
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> <ul style="list-style-type: none"> <input type="checkbox"/> This list is not the same as the contractor list, above, but may include contractors, which should be listed. <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. 			

Item	Description of Required Actions	School's Responsible	Completion Date Party	Status
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	<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. 			
<p>13</p>	<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>			
<p>14</p>	<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>			
<p>15</p>	<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. 			

Item	Description of Required Actions	School's Responsible	Completion Date Party	Status
	<ul style="list-style-type: none"> <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 federal, state and local income tax, social security taxes, and federal unemployment tax for such wage payments). <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. (<i>See</i> 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	Inventory			
	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.			

Item	Description of Required Actions	School's Responsible	Completion Date Party	Status
	<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. <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>			

Item	Description of Required Actions	School's Responsible	Completion Date Party	Status
	<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 <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>			

Item	Description of Required Actions	School's Responsible	Completion Date Party	Status
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	<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. <p>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.</p>			
<p>24</p>	<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>			
<p>25</p>	<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; 			
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Item	Description of Required Actions	School's Responsible	Completion Date Party	Status
	<ul style="list-style-type: none"> <input type="checkbox"/> Personnel, <input type="checkbox"/> Employee benefit programs and benefits; and <input type="checkbox"/> Student summary test data files <input type="checkbox"/> Any items listed in this Closure Plan. <p>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.</p>			
Dissolution / Final Distribution of Assets				
27	<p>Resolution of Dissolution</p> <p>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.</p>			

<p>28</p>	<p>Dissolution</p> <p>If the School Corporation dissolves, the School Board must follow the dissolution provisions in its articles of incorporation and applicable laws. This may include:</p> <p><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.</p> <p>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.</p> <p>Copies of all papers related to dissolution should be sent to the UST.</p> <p>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.</p>			
<p>29</p>	<p>Final Distribution of Assets</p> <p>All liabilities and obligations of the School must be paid and discharged (or adequate 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.</p>			
Item	Description of Required Actions	School's Responsible Party	Completion Date	Status

	<p>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.</p> <ul style="list-style-type: none">❑ 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.)❑ 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.			
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