

CHARTER SCHOOL / AUTHORIZER AGREEMENT

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

SECTION 1. DEFINITIONS.

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

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

- 1.9 “School Information” includes all educational data, as defined in *Minnesota Statutes* §13.32; any and all data related to employees; any and all complaints filed by the School as required by law and all complaints filed against the School; any and all investigative files and the results of any investigations; and any and all financial information as required to be disclosed under Section 7.7.
- 1.10 “Authorizer” means the University of St. Thomas, with its official office located at 2115 Summit Avenue, St. Paul, MN 55105. The Authorizer represents and warrants that it is an organization eligible to authorize charter schools in Minnesota as provided for in the Charter Law.
- 1.11 “School Year” means July 1 through June 30.

SECTION 2. TERM.

The term of this Agreement is **five (5)** years, commencing on the date of this Agreement, **July 1, 2022**, 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**. 1031 Como Ave, St Paul, MN 55103.

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

SECTION 6. PRE-OPENING REQUIREMENTS

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

SECTION 7. OPERATING REQUIREMENTS

7.1 Governance.

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

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

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

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

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

(f) Affiliation. Notwithstanding any provision to the contrary in the Charter, Application, or the Articles and Bylaws, in no event shall the Charter School Board, at any time, be composed of voting members of whom a majority are directors, officers,

employees, agents, or otherwise affiliated with any single entity (with the exception of the School itself), regardless of whether said entity is affiliated or otherwise partnered with the School. For the purposes of this paragraph, “single entity” shall mean any individual entity, as well as any and all related entities to such entity such as parents, subsidiaries, affiliates, and partners. The Authorizer may, at its sole discretion, waive this restriction upon a written request from the School.

(g) Non-Commingling. Assets, funds, liabilities, and financial records of the School shall be kept separate from assets, funds, liabilities, and financial records of any other person, entity, or organization unless approved in writing by the Authorizer.

(h) Open Meeting Law. All meetings and business of the Charter School Board will comply with the Minnesota Open Meeting Law, *Minnesota Statutes* §13D. The Charter School Board will provide proper written notice to Authorizer of all board meetings including special, regular, and emergency.

(i) Frequency of Meetings. The Charter School Board will meet as provided in the Bylaws. A copy of the agenda, minutes, financial statements and all related documents will be provided to the Authorizer at least three days prior to the meeting. At the request of the Authorizer, the Charter School Board will provide the Authorizer an opportunity to address the Charter School Board regarding matters determined by the Authorizer.

(j) Charter School Board Training. The Charter School Board will participate in training consistent with the *Minnesota Statutes* §124E.07, Subd. 7. In addition, the Charter School Board will submit its plan for training to the Authorizer if requested by the Authorizer and attend training reasonably required by the Authorizer.

7.2 Non-Sectarian. The School will be nonsectarian in its programs, admission policies, employment practices and all other purposes.

7.3 Tuition and Fees. The School will not charge Minnesota residents tuition for admission to the School. The School may impose fees and require payment of expenses for activities of the School where such fees and payments are not prohibited by Applicable Law. The School will comply with the Minnesota Public Schools Fee Law, *Minnesota Statutes* §123B.34-39, which governs authorized and prohibited student fees.

7.4 Home School. The School will not be used as a method of providing education or generating revenue for students who are being home schooled pursuant to *Minnesota Statutes* §120A.22.

7.5 Enrollment. The School will follow student admission requirements as stated in *Minnesota Statutes* §124E.11.

(a) Limits. The School may not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability, nor may it condition admission on criteria or take any action that would violate the Minnesota Human Rights Act, *Minnesota Statutes* §363A.

(b) Admissions. The School's admission policies and procedures are attached to this Agreement as Attachment 5.

(c) Student Transfers and Exits. Any student exit out of the School will be documented by an exit form signed by the student's parent or guardian, which affirmatively states that the student's transfer or exit is voluntary. The School will collect and report to the Authorizer, in a format required or approved by the Authorizer, exit data on all students transferring from or otherwise exiting the school for any reason (other than graduation), voluntary or involuntary. Such exit data will document the date of and reason(s) for each student departure. In the event that the School is unable to document the reasons for a voluntary withdrawal, the School will notify the Authorizer and provide evidence that it made reasonable efforts to obtain documentation.

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

7.6 Reporting to the Authorizer.

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

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

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

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

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

(a) Procedures and Controls. At all times, the School will maintain appropriate governance and managerial procedures and financial controls, which shall include but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them; (2) a checking account; (3) adequate payroll procedures; (4) an organizational chart; (5) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (6) internal control procedures for cash receipts, cash disbursements and purchases; and (7) maintenance of asset registers and financial procedures for grants in accordance with Applicable Law.

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

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

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

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

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

7.8 Transactions with Affiliates. The School shall fully comply with sections 124E.07 and

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

- (a) The terms of such transaction (considering all the facts and circumstances) are no less favorable to the School than those that could be obtained at the time from a person who is not such an affiliate, past member, employee, or related individual; and
- (b) The Charter School Board discloses any conflicts and operates in accordance with a conflict of interest policy that has been approved by the Authorizer.

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

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

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

7.10 Employment and Staffing.

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

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

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

7.11 School Facilities.

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

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

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

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

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

7.13 Health and Safety.

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

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

- 7.14 Human Rights. The School will comply with the Minnesota Human Rights Act, Chapter 363A, which prohibits unfair discriminatory practices in employment, public accommodations, public services, or education; and comply with *Minnesota Statutes* §121A.04, which governs provision of equal opportunities for members of both sexes to participate in athletic programs.
- 7.14 Student Dismissal. The School will comply with the Minnesota Pupil Fair Dismissal Act (MPFDA), *Minnesota Statutes* §§121A.40-56. The School Board shall maintain a disciplinary policy and procedure consistent with MPFDA prior to enrolling students.
- 7.15 Students with Disabilities. The School will comply with *Minnesota Statutes* §125A and §124E and applicable rules and Federal law relating to the education of pupils with a disability as though it was a school district. Consistent with the provisions of *Minnesota Statutes* §124E.21, the financial parameters within which the School will operate to provide the special education instruction and related services to pupils with disabilities will be based on the needs of the student as defined by the student's evaluation and by the instruction and related services provided to the student as specified in the student's individual education plan (IEP).
- 7.16 English Language Learners. The School will at all times comply with all Applicable Law regarding the education of English language learners, including but not limited to *Minnesota Statutes* § 124D.58-65 the Elementary and Secondary Education Act (ESEA), Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974 (EEOA). The School will provide resources and support to English language learners to enable them to acquire sufficient English language proficiency to participate in the mainstream English language instructional program. The School will employ and train teachers to provide appropriate services to English language learners, and will assure compliance with any and all requirements of Applicable Law regarding services to English language learners.
- 7.17 Insurance. Notwithstanding anything to the contrary in this Agreement, the School will be considered a school district for the purposes of tort liability under *Minnesota Statutes* §466. The School will acquire and keep in full force and effect the insurance coverage required by the Applicable Law. The Authorizer will be named as an additional insured on such policies. The School agrees to provide the Authorizer with certificates of insurance on an annual basis. The types and amounts of insurance held by the School are included as Attachment 6.
- 7.18 Compliance Agreement. Charter School Board members agree to comply with all Applicable Laws governing organizational, programmatic, and financial requirements applicable to charter schools. Signed agreements indicating each member's agreement to comply are attached to this Agreement as Attachment 7.
- 7.19 Other Reports. The School and the Authorizer will file all reports with the Commissioner consistent with the procedures established by the Commissioner.

SECTION 8. AUTHORIZER'S DUTIES AND OVERSIGHT FEE

- 8.1 Oversight Plan. The Authorizer will implement a plan, outlined in Attachment 8 (“UST Accountability and Oversight System”), to provide ongoing oversight to determine whether the School is complying with the terms of this Agreement and to meet its responsibilities under the law regarding Authorizing. The Authorizer reserves the right to periodically update and replace its oversight tools in efforts to continuously improve its practice. Updated tools will be available in the Authorizer’s Program Guide, updated annually.
- 8.2 Authorizer’s Duties. In order to address the provisions of Section 8.1 above, the Authorizer will use attachments from this contract, including the evaluation rubric included as part of Attachment 2 (“School Accountability System),” as oversight tools and plans. As noted above, the Authorizer reserves the right to periodically update and replace its oversight tools in efforts to continuously improve its practice. Updated tools will be available in the Authorizer’s Program Guide, updated annually. The formal written performance evaluation completed prior to contract renewal is included as Attachment 9 (“UST Evaluation”).
- 8.3 Authorizer Report to the Board. The Authorizer will annually provide the Charter School Board, in writing, the Authorizer’s evaluation of the School’s performance and how well the School is meeting the provisions of this contract.
- 8.4 Authorizer Oversight Fee. The School shall pay the Authorizer the following fee for Authorizing and overseeing the School:
- (a) Fee. The School will pay the Authorizer the maximum fee allowed under the Charter Law during the term of this Agreement.
 - (b) Payment. The School will pay the fee described in Section 8.4(a) within 30 days of receipt of the Authorizer’s invoice.
- 8.5 Liaison. The Authorizer may designate a liaison for the School and will inform the School annually of the name of this person. The Authorizer will provide the School at least 30 days written notice of any change to the liaison.
- 8.6 Communication of Areas of Concern.
- (a) Communication. It is the intent of the parties to address areas of concern in a non-adversarial process whenever possible. To that end, the parties agree to communicate areas of concern and to address those concerns in a professional manner.
 - (b) Feedback. The Authorizer will provide the Charter School Board feedback at least annually regarding the performance of the School. The primary feedback will be in the form of an annual evaluation consistent with the School’s Accountability System and the Authorizer Oversight Plan.

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

8.7 Tuition Remission Plan for Charter School Staff.

The Charter School will be provided with up to 36 graduate credit hours, of which the Authorizer will provide up to 12 credit hours of tuition remission, for graduate-level coursework in the School of Education, each year of this Contract. The Charter School will designate staff eligible to participate in this program subject to final approval from the Authorizer under the terms of the then-existing program admission requirements. For each staff person approved by the Charter School to participate in this opportunity, the Charter School staff member will receive 1/3 tuition remission from the Authorizer, the Charter School staff member will pay 1/3 tuition, and the Charter School will pay 1/3 tuition for each course taken. Courses available are those offered at the graduate level, up to but not including Doctoral-level courses. The tuition rate used shall be the University of St. Thomas’ then-prevailing rate assigned to the program in which the student is admitted as a graduate student, including both on- and off-campus programs. As the Authorizer, the University of St. Thomas does not require the School to avail itself of this benefit, nor does it require the staff of the Charter School to use St. Thomas for their graduate education as a condition of continued authorization of the School.

SECTION 9. NONRENEWAL OR TERMINATION BY AUTHORIZER FOR GOOD CAUSE

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

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

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

(a) Notice to School. If the Authorizer makes a preliminary decision to not renew or to terminate this Agreement, then the Authorizer will notify the School of the proposed

action in writing, per Charter Law. Such written notice must be sent to the Chair of the Charter School Board and the Director of the School. The notice will state the grounds for the proposed action in reasonable detail. The notice will state that the Board may request, in writing, an informal hearing before the Authorizer as allowed by *Minnesota Statutes* §124E.10, Subd. 4.

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

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

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

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

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

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

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

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

SECTION 10. MUTUAL AGREEMENT FOR NONRENEWAL OR TERMINATION

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

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

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

SECTION 11. GENERAL TERMS.

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

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

11.3 Exclusive Criteria for Authorizer Action. All decisions by the Authorizer concerning contract renewal, nonrenewal or transfer to a different authorizer, shall be made exclusively upon the criteria set forth in this Agreement, the Charter Law and other Applicable Law. Authorizer specifically agrees that it will not consider or be influenced by any past, present

or potential future contracting relationships, or lack of such relationships, between Authorizer, its agents or employees, and School in any decision by Authorizer affecting this Contract, its renewal, nonrenewal or an extension thereof, or any decision affecting transfer to another authorizer.” The School agrees that its autonomy and obligations remain as set forth in this Agreement, Attachment 2 (“Accountability System”), and the Charter Law irrespective of any additional contracts or relationships that may exist with the Authorizer.

11.4 Liability and Indemnification. The School assumes full responsibility for its activities and operations. The School agrees not to sue the Authorizer or any of its affiliates, directors, officers, employees or representatives with respect to any matters that arise under this Agreement or relate in any way to the formation, performance, suspension, termination or nonrenewal of this Agreement. The Authorizer does not assume any obligation with respect to any director, officer, employee, representative, agent, parent, guardian, student or independent contractor of the School, and no such person shall have the right or standing to bring suit against the Authorizer or any of its affiliates, directors, officers, employees or representatives with respect to any matters that arise under this Agreement or relate in any way to the formation, performance, suspension, termination or nonrenewal of this Agreement. The parties acknowledge and agree that the Commissioner, the Authorizer, members of the Authorizer’s board in their official capacity, and employees of the Authorizer, are immune from civil and criminal liability with respect to all activities related to the School, pursuant to *Minnesota Statutes* §124E.09 and nothing in this Agreement is intended to limit or impair such immunity. The School agrees to indemnify, defend, and hold harmless the Authorizer and its affiliates, agents, directors, officers, employees and representatives from and against any and all third party claims, suits, demands, liabilities and expenses (including reasonable attorneys’ fees) which arise out of or relate in any manner to this Agreement, the operation of the School, the failure of the School to perform its obligations under this Agreement or under Applicable Law, or reliance by the Authorizer on information supplied by the School or its representatives. This indemnification also applies to the commissioner and department officers, agents, and employees notwithstanding *Minnesota Statutes* §3.736. In the event of any litigation between the School and the Authorizer in which the Authorizer is the prevailing party, the Authorizer shall be entitled to recover from the School, to the extent permitted by Applicable Law, all costs of such litigation, including reasonable attorneys’ fees.

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

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

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

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

DATED: As of this _____ 19th _____ day of _____ October _____, 20_25__.

We, the undersigned, agree to the contract revisions between the University of St. Thomas and Twin Cities German Immersion School.

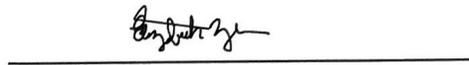
Twin Cities German Immersion School, a Minnesota Charter School



Board Chair

Kersten Reich
Print Name

_____.10/20/2025
Date



School Director

Elizabeth Zehnpfennig
Print Name

_____.10/20/2025
Date

University of St. Thomas, a Minnesota Higher Education Authorizer



Signature

Robert K. Vischer

Print Name



—

Signature

Terry Moffatt

Print Name

Attachment #1 – Application Information

Overview

Mission

The mission of Twin Cities German Immersion School is: “Innovative education of the whole child through German immersion.”

Vision

Our vision continues to be: “Educating multilingual world citizens who listen to others, see others, and think and act with an open mind.”

Declaration of Primary and Secondary Purposes

From its founding, TCGIS has striven to fulfill the primary purpose of Minnesota charter schools as articulated in MN statute 124E “to improve all pupil learning and all student achievement.” In addition, TCGIS works regularly and with intention on the following additional statutory purposes, to:

- Encourage the use of different and innovative teaching methods (*e.g.* looping in grades 1 and 2, to be expanded to grades 3 and 4 beginning in 2022-23);
- Measure learning outcomes and create different and innovative forms of measuring outcomes (*e.g.* our in-house designed German-language screeners, which allow differentiated support for students who struggle with German language acquisition and literacy more broadly); and
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site (*e.g.* the participation of all TCGIS teachers in the QComp program, which allows teachers to focus on site-specific, data-driven goals to support student learning).

Scope of Program

Grades to be served: K-8

Number of students served: The school currently serves 600 students and would enroll a maximum of 648 students at full capacity.

Target population: Twin Cities German Immersion School is a public charter school that is open to all students within the state of Minnesota.

Location: 1031 Como Ave, St Paul, MN 55103

School calendar: TCGIS has a traditional calendar starting the week before Labor Day and ending mid-June. The TCGIS calendar strives to honor the diversity of its community through observance of a variety of holidays. The school offers school-age care programs before and after school, and during many school holidays. TCGIS recently began offering extended school year services for specific students in Special Education programming. In 2021 the school offered the first summer camp program.

Early Learning: N/A

Transportation: TCGIS provides busing through a private contractor, CSTMN (Collaborative Student Transportation MN). The contractor provides four routes including the Blue, Yellow, Green and Red to various areas of the Twin Cities. Each stop is a community-based site which allows for students from a wider geographic area to gather at one stop. Currently, TCGIS has 2 buses and 2 vans running due to the shortage of trained and qualified bus drivers. TCGIS provides 1 van for one special education student to and from school each day on an as-needed basis. There are currently no special education vans running at the time of this report.

Description of Educational Model and Philosophy

Statement of Philosophy: TCGIS’s educational philosophy and structure is grounded in innovative immersion education. It has grown from its founding in 2005 as a public charter school and shares with all Minnesota public schools its mandate to serve our community by preparing our children for life as successful students, engaged citizens, and healthy human beings.

The school’s educational philosophy is rooted in its mission of “Innovative education of the whole child through German immersion.” The school uses best teaching practices and research-based instructional strategies to prepare our children for world citizenship, prioritizing social-emotional and academic learning equally.

TCGIS values seeing the world through the lens of another language and culture. Students learn German, specifically, because it opens doors and connects students to a culture that innovates and excels in science, art, politics, economics and education. Germany is a geopolitical and economic leader in Europe and remains a strong U.S. ally and partner. Students also benefit from the cultural value placed on developing self-reliance and curiosity for life-long learning in German-speaking countries.

TCGIS challenges students to learn through German immersion because the school believes a broadened perspective and deepened understanding of our world comes through the ability to speak, understand, read, and write German. TCGIS students learn how to live out the school’s vision in real life: *Andere hören, andere sehen, weltoffen denken und handeln.* (Educating multilingual world citizens who listen to others, see others, and think and act with an open mind).

Description of Model: TCGIS educates students using an immersion model in which (nearly) all academic subjects are taught in German. Teachers in most subjects are native or fluent speakers of German and use German during instruction, lunch and snack times, recess, and transitions. In addition to this rich oral input, classrooms are also visually immersive, with colorful labels, pictures, and other cues to support students' language acquisition.

The language of routine is its own part of the immersion experience. Organized daily schedules are introduced from the first day of school, and consistent routines provide students a sense of stability and familiarity as their German proficiency increases. Teachers are skilled at providing a variety of non-verbal and other cues to support students' individual learning styles.

Beginning in 3rd grade, literacy instruction is introduced in English, and in 5th grade Math instruction begins in English. Both of these components give students the foundation they need to meet all Minnesota state standards, including the MCAs, and to be prepared for success in high school and beyond.

The *Pädagogisches Konzept* forms the framework for the K-8 educational experience at TCGIS and is built upon a foundation of five distinct educational elements:

- Pillar 1: K-8 Framework Curriculum and Assessments
- Pillar 2: Study Skills Training / *Methodenkonzept und Tech* / Digital Citizenship
- Pillar 3: German Immersion
- Pillar 4: PBIS / Social-Emotional Learning (SEL) / Equity and Belonging
- Pillar 5: Individual Learning and Inclusion (Special Education, MTSS)

Description of Online Programming: TCGIS received provisional approval to offer online instruction on September 13, 2021, limited to the 2021-22 school year. This approval allows the school to provide online instruction as needed to enrolled students only. The school is not authorized to enroll new students into the online program. TCGIS has made limited use of online instruction this year for individual students and occasionally for entire classes in isolation or quarantine for COVID-19.

Description of Critical Programmatic Elements: TCGIS has several key elements that make our academic program unique. These include:

- German immersion instruction in grades K-8.
- An internship program, which brings German university students who have just completed or about to complete their teacher training into TCGIS classrooms for both language support and student teaching. Interns also live with TCGIS families, which extends the cross-cultural benefits into our community.

- One of the largest back-to-back exchange programs in the U.S. We partner with three schools in Germany to pair TCGIS students with German peers. TCGIS 8th graders host their German peers for two weeks in the fall, and then in late spring, at the end of 8th grade, TCGIS students spend three weeks in Germany attending school and living with their German partners and visiting sites around Germany. This Capstone Program is the culminating experience for students at TCGIS. (This exchange has unfortunately not been possible for the past 3 years due to Covid.)
- The TCGIS library contains over 7,000 German titles and continues to grow. Our work in the library has included an equity audit to ensure that all volumes are sensitive to and reflective of the diversity of our student body and of the German-speaking world.
- TCGIS students enjoy recess twice a day in elementary school, once a day in middle school, and can take walking field trips to Como Zoo and Conservatory or around Como Lake. (Recess is not typical in other middle schools.)
- Students can participate in team sports including track, soccer, basketball, volleyball, futsal, and, new in 2021-22, Nordic skiing.
- A variety of after-school enrichment activities are offered to all students K-8, including private music lessons with a partner community music organization.
- In middle school, students have the opportunity to begin a third language with Spanish as an elective. The opportunity for a second foreign language is rare in immersion schools.
- Sixth graders take a three-night trip to Waldsee, the German immersion camp at Concordia Language Villages, with a focus on STEM and environmental science.
- TCGIS is one of the few institutions that the German Federal Office of Administration's Central Agency for Schools Abroad (*Zentralstelle für das Auslandsschulwesen, ZfA*) has certified to self-administer the *Deutsches Sprachdiplom B1 (DSD1)* exam. TCGIS 8th graders have taken the DSD1 exam since 2013. The school's goal is that 80% of students pass this exam. Between 2015 and 2020, the percentage of 8th graders passing all 4 competencies ranged between 71% and 100%. TCGIS 3rd and 5th graders also take the *ZfA Internationale Vergleichsarbeit 1* and 2 tests.

Services for Special Populations

Special Education: TCGIS is committed to maximizing the learning potential of all students and has personnel and procedures in place to make sure that students with specialized learning needs can flourish. TCGIS Special Education department delivers a continuum of specialized services and specially designed instruction to equip learners with skills and values in curiosity, kindness, challenge and support, community, and intercultural engagement. TCGIS provides a free and appropriate education (FAPE) to students in Kindergarten-8th grade. In doing this, the IEP team convenes yearly to identify and write IEP goals, plan services, and create access through

necessary accommodations and modifications. All of this is done to ensure students have access to as much German language as possible by being educated in the least restrictive environment. TCGIS outlines specific details on special education programming in the Total Special Education System Manual, which outlines the child find process, service delivery models, and information on parental rights, including dispute resolution.

As part of the school's efforts to better identify and serve all struggling learners, the School-Wide Support Team (SWST) works to determine assistance and intervention programming options to assist general education inclusion to the most appropriate extent possible. TCGIS's Alternative Delivery of Specialized Instructional Services (ADSIS) grant funds intervention services in the areas of literacy, mathematics, and behavior supports, helping us "fill the gap" between students who are receiving targeted services or accommodations under an IEP and students who need no extra support at all. Dedicated ADSIS staff members meet unique learning needs and help ensure that academic and behavioral deficits are able to be identified and monitored through a Response-To-Intervention model. This program supports the documentation purposes of helping to ensure nondiscriminatory Special Education referrals, while targeting individualized learning deficits for improvement.

It is the intention of Twin Cities German Immersion School to ensure special education expenditures are necessary, reasonable, and allowable. The procedures and practices used to accomplish these tasks are outlined and posted in the Administrative Procedures Manual on the school website. It is the goal of the management of Twin Cities German Immersion School to ensure these practices and procedures are followed.

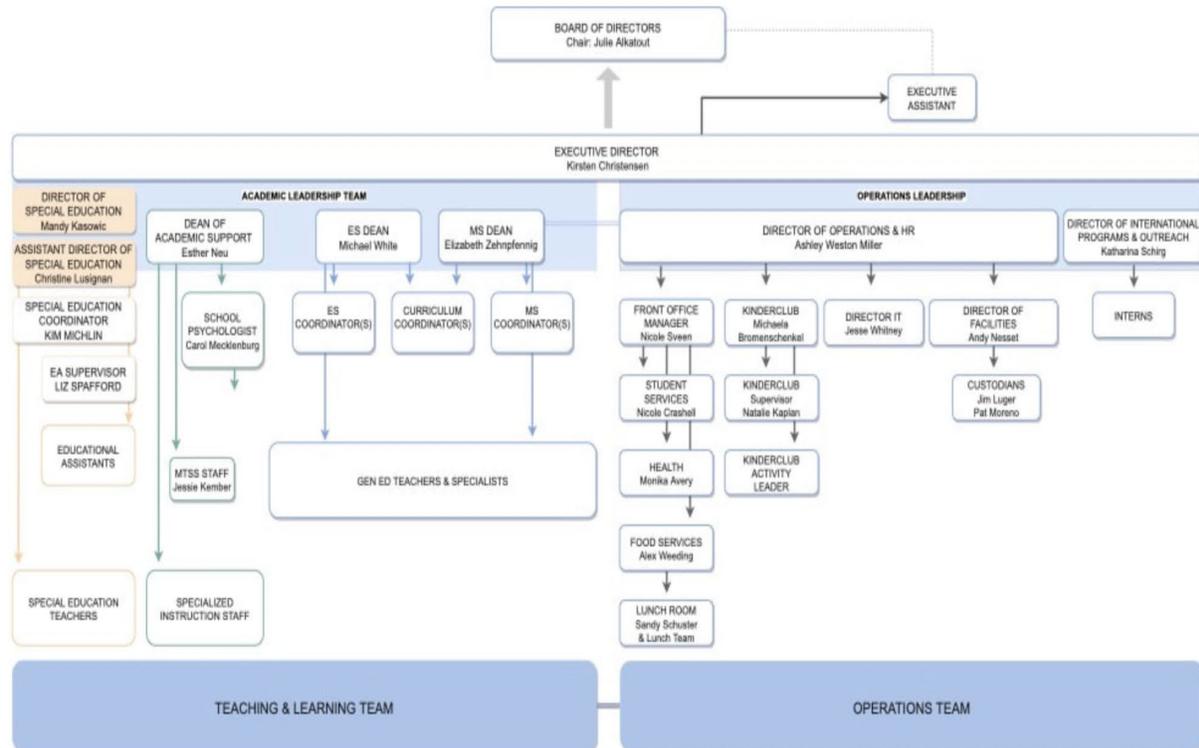
English Language Learners: TCGIS uses WIDA screeners to screen any student who joins the school and indicates they speak a language other than English at home. The school's English Language Learner Coordinator communicates with families regarding those screeners and student EL services. Students who are identified as having EL needs are then offered small-group and 1:1 English Learning services with our EL Coordinator. All EL students take ACCESS tests annually to measure their progress and qualify for exiting EL services based on their proficiency level.

Support German: Students in 7th grade and 8th grades can opt to take Support German (rather than Spanish) as an elective. This course provides extra preparation and confidence for students to succeed in their other courses as well as on the DSD I exam.

Gifted Students: The needs of students that present as gifted and talented are met through a variety of ways. At TCGIS, the team believes in the power of putting all students of varying academic levels in the same class to learn. As a result of this philosophy, the school does not have honors tracks for subjects. Due to the school's small size, an honors program is not possible within the staffing structure and could unintentionally impact the academic diversity of other courses. The team believes that having a spectrum of learners in classes is symbiotic for all students. The school offers differentiation as an alternative. TCGIS does have a few students who are doing Math courses through a program at the University of Minnesota's Talented Youth Mathematics Program or UMTYMP and offers a spring session to our families on how to tap into such a program for their children in the future.

Governance and Management Plan

TCGIS’s organizational structure includes a Board of Directors as well as an administrative team led by an Executive Director. The organizational chart below illustrates this structure, but may evolve as needed to meet the school’s needs.



The board is comprised of 11 members, with a parent majority. The current Board includes three (3) teachers, two (2) community members, and six (6) parents. Committees include:

- Finance and Facilities
- Governance and Leadership Development
- Fundraising
- Mission and School Culture
- Communication and Outreach
- Diversity and Belonging
- Committee of the Whole

Underneath each committee lie subcommittees that are focused on certain aspects of each committee, for example, embedded with the Diversity and Belonging Committee is the Staff Diversity and Belonging working group that focuses on promoting diversity in school curriculum. The Nomination Subcommittee, which recruits board candidates and prepares the election for the board each year, is embedded within the Governance and Leadership Committee.

Working groups and subcommittees may be added or phased out based on the school's needs and focus areas.

The current administration is organized into two teams: (1) teaching and learning and (2) operations. Both teams are overseen by the Executive Director. The Elementary School Dean, Middle School Dean, and Dean of Academic Support oversee the teaching staff. The Director of Operations and HR and the Director of International Programs and Outreach support the organizational aspects of the school. This structure may evolve based on student, teacher, and staff needs.

Educational Service Provider

N/A

XI. ACCOUNTABILITY SYSTEM

The University of St. Thomas (St. Thomas) is committed to fulfilling its role as a charter school authorizer by holding its schools accountable for a range of results. Through clear reporting by the schools and oversight by the authorizer, St. Thomas will uphold our legal obligation to make sure the schools we authorize are reaching (or making adequate progress toward) the purposes, goals, and benchmarks outlined in their charter contract and Minnesota statute. This collective body of evidence will also form the basis for contract renewal decisions. In keeping with the primary purpose of charter schools under *Minnesota Statutes* §124E.01, Subd. 1, improving all pupil learning and all student achievement as measured by the Academic Performance indicators will be the most important factor in determining contract renewal. The School's success in meeting the additional statutory purposes identified by the School will be considered as secondary factors.

St. Thomas uses a standard charter contract with unique, school-specific terms that capture different approaches to achieving student success. The individuality of each school will be preserved in the Accountability System and self-reporting on the results of its respective outcomes through the Annual Report and additional reports as described in the Oversight System section. Failure to provide adequate information to allow the goals to be scored will result in a score of 1, does not meet standard.

Authorizer reporting on school outcomes will take place annually and will be in alignment with the goals set forth through the Accountability System. St. Thomas will report findings to the school's leader and board and encourage constructive dialogue on continuous improvement efforts.

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

Evaluation Framework

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

Evaluation Rubric

The Evaluation Rubric sets forth the metrics (means to quantify a measure) and targets (specific performance thresholds for success in meeting the standard) for determining whether a school has met its performance requirements according to the expectations set forth in the Evaluation Framework. Each metric in the evaluation rubric has performance targets rated on a four-point scale, compliance indicators cannot exceed standard:

- 4 = Exceeds standard
- 3 = Meets standard

- 2 = Approaching standard
- 1 = Does not meet standard

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

The University of St. Thomas regards schools that are meeting expectations (a score of 3 or above) to be performing well against the standards. In order to be considered for a full term contract renewal (5 years), schools must achieve average scores of 2.5 or greater in all three areas and meet the additional specifications laid out in the contract renewal rubric. In order to be considered for expansion without submission of additional compelling data, schools must have scored an average of 3.0 or greater on Academic Performance indicators over the past three years while demonstrating strength across both qualitative and quantitative indicators.

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

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

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

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

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

Evaluation Framework

Indicators

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

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

Measures

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

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

The intent of the Academic Performance section is to provide a multi-faceted understanding of Student academic performance at the charter school. Many measures are aligned to the state's World's Best Workforce Priorities. The measures used to understand academic performance include:

- Preschool/Prekindergarten student school readiness
- Students reading well by 3rd Grade
- Minnesota Comprehensive Assessment (MCA) Data: All authorized schools shall participate fully in the MCAs;
- At least one additional school-selected standardized assessment which must be approved by the authorizer in advance of the evaluation rubric's finalization and be utilized for a minimum of three years before a change in assessment can be requested;
- At least one mission-specific academic goal;
- Program alignment with chartered mission and vision;
- Graduation rate data; and
- College and career readiness data.

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

Methodology for Selection of Comparison Schools or Virtual Comparison School

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

below. The process for creating virtual comparison groups is run by the Minnesota Department of Education and is also provided below. Relevant measures will specify whether a virtual comparison group or demographic comparison schools are used; however, if under any circumstances the MN Department of Education ceases to produce or is unable to provide virtual comparison group data in the same or a similar manner, regular comparison schools will be used throughout all relevant measures.

Identification of Demographic Comparison Schools

1. Data files containing student demographic information are downloaded from the Minnesota Department of Education website.
2. Data is filtered in the following order:
 - a. Schools in the seven-county metro area—to approximate the area in which the authorized school is located;
 - b. Schools within 5% of the authorized school’s percentage of students qualifying for free/reduced price lunch—to approximate poverty levels;
 - c. Schools within 5% of the authorized school’s percentage of students receiving English Learner services; and
 - d. Schools within 5% of the authorized school’s percentage of students receiving special education services.
3. Schools of differing types than the authorized school are removed—to ensure relevance. For example, to the extent possible, elementary schools are matched with other elementary schools; non-ALC high schools are matched with other non-ALC high schools, etc. Matches do not seek to match the specific school model, type, or philosophy, as our expectation is that students can succeed in many school models and that any model selected should meet the needs of students.

The goal of the process described above is to generate 3-5 schools serving a similar population with which the authorized school can be compared. It is important to note that at times, the process above will produce too many or too few matches. In that case, the parameters of items b, c, and d above may be adjusted to find an adequate number of the best possible matches. Due to shifting demographics in schools, matches may vary from year to year.

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

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

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

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

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

Twin Cities German Immersion School has elected to use virtual school data. If virtual school data is not available from the Minnesota Department of Education, comparison schools will be identified as described above and used in place of the virtual school data.

Minnesota Comprehensive Assessment Measures

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

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

MCA Proficiency Reading Well By Third Grade

Students who have been served by an authorized school for two or more years prior to their third grade MCA test should be proficient in reading.

Research shows that reading proficiency for students attending immersion schools often slightly lags then accelerate in later grades. As such, this goal has been adjusted to consider reading proficiency at fifth grade.

MCA Proficiency

St. Thomas -authorized charter schools should perform as well as or better than the state, the district where the school resides, and a virtual comparison group or identified schools with

comparable demographics (methodology for selection of comparison schools and information on virtual comparison groups is described above).

MCA Proficiency for Students in Various Demographic Groups

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

MCA Progress

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

MCA Progress Comparison Using Minnesota North Star System

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

<h3>School Selected Standardized Assessment(s) Measures</h3>

<p>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.</p>

All St. Thomas -authorized charter schools serving one or more relevant grades (3-11) who are eligible (i.e.: all students not exempt from standardized testing based on their IEP) must participate in additional standardized assessment testing administered in the fall and spring annually (as selected by TCGIS). 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.

Twin Cities German Immersion School has elected to administer FastBridge aReading and aMath. Students in grades 3 – 8 will participate for both reading and math. While the school may elect to administer the test more frequently, for the purposes of these measures, results from the fall and spring will be reported and used to score related goals.

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.

TCGIS has chosen the following mission-specific goal, which includes four metrics. The data will be provided by TCGIS to score the metrics annually. The scores will be calculated individually and averaged to reflect one score for the mission-specific goal.

Based on its mission of innovative education of the whole child through German immersion, TCGIS seeks to ensure that students will continue to demonstrate proficiency in German according to the following metrics:

1. On an annual basis, 90% of 2nd graders will pass the listening portion of the Student Oral Proficiency Assessment (SOPA), and 70% will pass the speaking portion. In each of the years 2-5 of the Authorizing Agreement, the percentage of students passing each section will increase by at least 1%.
2. On an annual basis, 75% of students will pass the A1 exam (administered in 3rd grade).
3. On an annual basis, 70 % of students will pass the A2 exam (administered in 6th grade).
4. On an annual basis, 80% of eighth graders who take the DSD I exam will achieve a score of 12 on written and speaking sections and 14 on listening and reading (ZfA required standard to pass.)

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.

Not applicable to TCGIS.

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.

Not applicable to TCGIS.

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

The parties acknowledge that the Minnesota Charter School Law (124E) requires a charter school to meet generally accepted standards of fiscal management. This includes meeting all St. Thomas, MDE, and statutory reporting deadlines, and remaining current on all financial obligations, including, but not limited to: pension payments, payroll taxes, insurance coverage, loan payments and terms. The intent of the Financial Viability section is to ensure the successful operation of the school into the future and to ensure the proper use of public funds.

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

- Structures promoting strong board oversight including appropriate policies (i.e.: fund balance policy) and practices (i.e.: finance committee) that promote financial health;
- Annual audit performed and submitted in accordance with MN law;
- Annual budget and monthly cashflow projection by June 30th of each fiscal year; and
- Performance on key financial metrics that demonstrate the school's financial position.
- School ability to meet bond covenants

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

Annual Audit

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

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

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

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

- Systems to properly maintain policies and bylaws.
- Compliance with bylaws and policies.
- Demonstrated commitment of all members to continuous learning, and nonprofit best practices including:
 - a. Ability to understand and abide by appropriate board and school leader roles (i.e.: governance vs. management).
 - b. Annual leader review (see above), including a formal, documented review process, timelines, and criteria. Completed by March of each year.
 - c. Annual board self-review March of each year.
 - d. Annual evaluation of any Educational Service Providers, if applicable.
 - e. Utilizing an effective recruitment and orientation process for new members, which at a minimum includes background on issues presently facing the board and an introduction to key documents (i.e.: policy manual, board bylaws, contract with authorizer).
 - f. Engaging in strategic planning at least once every five years, or more frequently if significant programmatic or other changes are slated to occur, and utilizing the strategic plan to drive the direction and priorities of the school.
- The Board of Directors will regularly review, update, and approve its bylaws and policies such that they maintain compliance with state law and current best practices.
- Distribution of a complete packet (as described in Evaluation Rubric) at least three days prior to all board meetings.
- Maintenance of orderly records at all times by the Board of Directors, which includes meeting minutes, board documents (bylaws, articles of incorporation, policies, etc.), and financial statements. Records will meet the requirements of the Open Meeting Law, will be kept on site, and will be made available to the public in accordance with Open Meeting Law.
- Levels of parent, teacher and student satisfaction as measured by student and teacher retention, and an annual parent satisfaction survey which requests satisfaction with the school overall as one item. Teachers who are retiring or who are no longer qualified to serve in their previous role are not counted against the school's teacher retention goal. Teachers who have left the classroom but are retained by the school in an alternate position (i.e.: Teachers on Special Assignment) are also not counted against the school's retention goal.
- Student attendance rates.
- Fulfillment of legal obligations regarding students who qualify for special education services as indicated by conditions such as the following:
 - a. Clear understanding of current legislation, research and effective practices relating to the provision of special education services by appropriate staff.
 - b. Access to appropriate training and information for all staff.
 - c. Effective and timely implementation of individual education plans, informed by the appropriately documented needs of individual students.
 - d. Well-managed relationships with students, parents, and external providers that comply with law and regulation.

- e. School-specific and board-approved TSES manual.
- f. Retention of appropriate staff (including teachers, a qualified special education director, and contracted service providers) as required by student population.
- g. No adverse findings in complaints database.
- h. Results from most recent MDE program and financial audits.
- Fulfillment of legal obligations regarding students identified for English Learner (EL) services as indicated by conditions such as the following.
 - a. Clear understanding of current legislation, research and effective practices relating to the provision of EL services by appropriate staff;
 - b. Access to appropriate training and information by all school staff. Following of MN Standardized Statewide EL Procedures (or subsequent requirements) for identification, entrance, and exit.
 - c. Effective program with written plan for service at all grade and proficiency levels.
 - d. Retention of appropriate staff (including EL teachers, and contracted service providers) as required by student population.
 - e. Results from most recent MDE program and financial audits.
 - f. ACCESS Results, if indicated by the Evaluation Rubric.

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

- The Board of Directors and School will comply with all applicable state and federal laws including but not limited to:
 - a. Minnesota Charter School Law (Minn. Stat. 124E)
 - i. Board initial and ongoing training
 - ii. Development of board-approved development plan for leader if applicable
 - iii. Governance model requirements
 - b. Minnesota Open Meetings Law (Minn. Stat. 471.705)
 - c. Teacher licensure: The school will hire well-qualified and appropriately licensed (or otherwise state-approved) teachers. (Minn. Stat. 122A.18 subd. 1)
 - d. Fair and open admission/enrollment policies and practices compliant with law.
 - e. Background checks: must be completed on staff, board members, and others with the potential for close contact with students.
 - f. Education of Special Education students (Minn. Stat. 125A.02, 125A.03, 125A.24, 125A.65)
 - g. Applicable state and local health and safety requirements. The school must maintain a safe facility that is conducive to learning.
 - h. Minnesota Human Rights Act (Chapter 63)
 - i. Equal opportunity in athletic programs (Minn. Stat. 121A.04)
 - j. Minnesota Pupil Fair Dismissal Act (Minn. Stat. 124A.40 to 121A.56)
 - k. Minnesota Public Schools Fee Law (Minn. Stat. 123B.34 to 123B.39)
 - l. Educational data and records (Minn. Stat. 13.32, 120A.22 subd. 7, and 121A.75)
 - m. Student legal records (Minn. Stat. 260B.171 subds. 3 and 5)

- n. The Pledge of Allegiance (Minn. Stat. 121A.11 subd. 3)
- o. Revenue for a charter school (Minn. Stat. 124E.20)
- p. PERA and TRA (Minn. Stat. 353, 354, and 354a)
- q. Ongoing presence of management and financial controls required by Section 8 of the contract
- r. Administration of an open enrollment process and lottery pursuant to Section 7 of the contract
- s. Public Employment Relations Act (Minn. Stat. 179A)
- t. School district audit requirements (Minn. Stat. 123B.75 to 123B.83)
- u. Student immunization records (Minn. Stat. 121A.15)

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

Evaluation Rubric

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

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

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 5th Grade MCA Reading Proficiency: Are 5th grade students proficient in reading?	
1 = Does not meet standard	Less than 50% of students who have been served by the school for two or more years are proficient in reading.
2 = Approaching standard	50-65% of students who have been served by the school for

	two or more years are proficient in reading.
3 = Meets standard	65.1%-75.0% of students who have been served by the school for two or more years are proficient in reading.
4 = Exceeds standard	More than 75% of students who have been served by the school for two or more years are proficient in reading.
Rating: Enter the number that most closely matches your assessment: _____	
Comments/Evidence:	
Data Source: Annual Report, 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 virtual comparison group on MCA math and reading exams? 1.2a Reading 1.2b Mathematics				
1 = Does not meet standard	More than 10 percentage points below comparison groups			
2 = Approaching standard	6-10 percentage points below comparison groups			
3 = Meets standard	Within 5 percentage points of comparison groups			
4 = Exceeds standard	Exceeds comparison group by more than 5 percentage points			
	Reading Proficiency	Score (see criteria for 1-4 above)	Weight	Points earned
Charter School (CS)				
Average of demographic match schools			37.5%	
Resident district			37.5%	
State			25%	
			100%	Reading Total:
	Math Proficiency	Score (see criteria for 1-4 above)	Weight	Points earned
Charter School (CS)				
Average of virtual comparison group			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 <u>or</u> school self report if cell size is too small, Test data spreadsheets			

1.3 MCA Proficiency, State Demographic Comparison by Race/Ethnicity and FRL: Are student demographic groups (with tested cell sizes greater than 10) performing as well as or better than the statewide average for that student group? Note that for schools with greater than 70% of students qualifying for FRL, demographic categories will also be filtered by FRL status and not displayed separately. All relevant demographic groups will be individually scored per the rubric targets below and averaged to produce a score for each subject area (math/reading). The overall score for the metric is then produced by averaging the subject area scores.

1.3a Reading
1.3b Mathematics

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

	Charter % Proficient	State % Proficient	% of Charter Student Population	Score
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: _____ 1.3b Mathematics: _____ Enter the overall score produced by the average of these two scores: _____ Comments/Evidence:				
Source: MCA data available on MDE 'MN Report Card'				

1.4 MCA 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

[Note that for this indicator the initial year will serve as a benchmark, after which point specific targets will be set for the individual school.]

1 = Does not meet standard	Less than 35 percent of students are maintaining or moving toward proficiency.
2 = Approaching standard	35-50 percent of students are maintaining or moving toward proficiency.
3 = Meets standard	51-65 percent of students are maintaining or moving toward proficiency.
4 = Exceeds standard	More than 65 percent of students are maintaining or moving toward proficiency.

1.4a Reading: _____

1.4b Mathematics: _____

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

Comments/Evidence:

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

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

1.5a 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 virtual comparison group			37.5%	
Resident district			37.5%	
State			25%	
			100%	Reading Total:
	Math Growth	Score (see criteria for 1-4 above)	Weight	Points earned
Charter				
Average of demographic match schools			37.5%	
Resident district			37.5%	
State			25%	
			100%	Math Total:

1.5a 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 in grades 3-8 performing at or above target levels, as measured using the school's selected standardized assessments?	
1.6a Reading -- Are students in grades 3-8 performing at or above the 30th percentile, nationally as measured by FastBridge aReading scores?	
1.6b Mathematics - Are students in grades 3-8 performing at or above the 30th percentile nationally, as measured by FastBridge aMath?	
1 = Does not meet standard	Assessments indicate that a minimal proportion of tested students performed at or above target levels (less than 40%).
2 = Approaching standard	Assessments indicate that an inadequate proportion of tested performed at or above target levels (40%-49%).

3 = Meets standard	Assessments indicate that an adequate proportion of tested performed at or above target levels (50%-65%).
4 = Exceeds standard	Assessments indicate that a high proportion of tested students performed at or above target levels (more than 65%).
1.6a Reading: _____ 1.6b Math: _____ Enter the overall score produced by the average of these two scores: _____ Comments:	
Source: Annual Report, End of year report, Test data spreadsheets	

1.7 Are students making substantial and adequate gains over time, as measured using the school's selected standardized assessments (fall to spring Rate of Improvement)? 1.7a Reading – Are students making substantial and adequate gains over time, as indicated by the Rate of Improvement (ROI) on FastBridge aReading scores (from Growth Report)? 1.7b Mathematics – Are students making substantial and adequate gains over time as indicated by the Rate of Improvement (ROI) on FastBridge aMath (from Growth Report)?	
1 = Does not meet standard	Analysis indicates that a minimal proportion of tested students made expected gains (less than 40%).
2 = Approaching standard	Analysis indicates that an inadequate proportion of tested students made expected gains (40%-49%).
3 = Meets standard	Analysis indicates that an adequate proportion of tested students made expected gains (50%-65%).
4 = Exceeds standard	Analysis indicates that an adequate proportion of tested students made expected gains (more than 65%).
1.7a Reading: _____ 1.7b Math: _____ Enter the overall score produced by the average of these two scores: _____ Comments:	
Source: Annual Report, End of year report, Test data spreadsheets	

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

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

Rating: __NA__

Comments: Not Applicable

Source: MDE Data Analytics Request

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

1 = Does not meet standard	Less than 60% of students demonstrated readiness.
2 = Approaching standard	60-89% of students demonstrated readiness.
3 = Meets standard	90-94% of students demonstrated readiness.
4 = Exceeds standard	More than 95% of students demonstrated readiness.

Rating: __NA__

Comments: Not Applicable

Source: MDE Website

1.10 Based on its mission of innovative education of the whole child through German immersion, TCGIS seeks to ensure that students will continue to demonstrate proficiency in German according to the following metrics:

- 1.10A On an annual basis, 90% of 2nd graders will pass the listening portion of the Student Oral Proficiency Assessment (SOPA), and 70% will pass the speaking portion.
- 10.1B On an annual basis, 75% of students will pass the A1 exam (administered in 3rd grade).
- 10.1C On an annual basis, 70 % of students will pass the A2 exam (administered in 6th grade).
- 10.1D On an annual basis, 80% of eighth graders who take the DSD I exam will achieve a score of 12 on written and speaking sections and 14 on listening and reading (ZfA required standard to pass.)

1 = Does not meet standard

- 1.10A Less than 76% of 2nd graders passed the listening portion of the Student Oral Proficiency Assessment (SOPA) and less than 56% passed the speaking portion.
- 10.1B Less than 62% of students passed the A1 exam (administered in 3rd grade).
- 10.1C Less than 57% of students passed the A2 exam (administered in 6th grade).
- 10.1D Less than 67% of eighth graders who took the DSD I exam achieved a score of 12 on written and speaking sections and 14 on listening and reading (ZfA required standard to pass.)

2 = Approaching standard

- 1.10A 77-84% of 2nd graders passed the listening portion of the Student Oral Proficiency Assessment (SOPA) and less than 57-64% passed the speaking portion.
- 10.1B 62-69% of students passed the A1 exam (administered in 3rd grade).
- 10.1C 57-64% of students passed the A2 exam (administered in 6th grade).
- 10.1D 67-74% of eighth graders who took the DSD I exam achieved a score of 12 on written and speaking sections and 14 on listening and reading (ZfA required standard to pass.)

3 = Meets standard

- 1.10A 85-92% of 2nd graders passed the listening portion of the Student Oral Proficiency Assessment (SOPA) and less than 65 - 72% passed the speaking portion.
- 10.1B 70-77% of students passed the A1 exam (administered in 3rd grade).
- 10.1C 65-72% of students passed the A2 exam (administered in 6th grade).
- 10.1D 75-82% of eighth graders who took the DSD I exam achieved a score of 12 on written and speaking sections and 14 on listening and reading (ZfA required standard to pass.)

4 = Exceeds standard

- 1.10A More than 92% of 2nd graders passed the listening portion of the Student Oral Proficiency Assessment (SOPA) and more than 72% passed the speaking portion.
- 10.1B More than 77% of students passed the A1 exam (administered in 3rd grade).
- 10.1C More than 72% of students passed the A2 exam (administered in 6th grade).
- 10.1D More than 82% of eighth graders who took the DSD I exam achieved a score of 12 on written and speaking sections and 14 on listening and reading (ZfA required standard to pass.)

1.10a Rating: _____
1.10b Rating: _____
1.10c Rating: _____
1.10d Rating: _____

Overall Rating: _____

Comments:

Source: Annual report

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

1.11a: Reading

1.11b: Math

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

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 proficiency? Note that for schools with greater than 70% of students qualifying for FRL, demographic categories will also be filtered by FRL status.

1.12a: Reading

1.12b: Math

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

1.12a: Reading: _____

1.12b: Math: _____

Overall Rating: _____

Comments:

Source: MDE website

1.13 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?

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

Rating: __NA__

Comments: Not Applicable

Source: School Selected Assessment Data

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: _____

Comments:

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

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

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

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

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

1 = Does not meet standard	The audit is not “clean” OR has at least one of the following: (1) a material weakness on internal controls, (2) a finding on compliance with state law, or (3) three or more other findings
2 = Approaching standard	The audit has two findings, other than internal controls or compliance, but is considered “clean”
3 = Meets standard	The audit is “clean” and has one finding, other than internal controls or compliance
4 = Exceeds standard	The audit has no findings and is “clean”

Rating: _____

Comments:

Source: Annual financial audit

2.4 Does the school establish and maintain a balanced budget?

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

***Major program cuts are defined as cuts that impact a school’s ability to deliver its core programming to students in a way that negatively impacts student experience.**

1 = Does not meet standard	A budget is not approved by June 30; the budget is not adequately detailed; no cash flow projection is established; lower than expected enrollment requires major budget adjustments; or the budget does not meet the fund balance policy goals set forth by the board.
2 = Approaching standard	A detailed budget is approved before June 30 but may not include a cash flow projection for the year; established budget may require adjustment due to lower than expected enrollment; budget meets the fund balance policy goals set forth by the board.
3 = Meets standard	The detailed budget is approved before June 30 and includes a cash flow projection for the year; established budget is based on realistic enrollment; and is adjusted if needed. The budget meets the fund balance policy goals set forth by the board and allows for maintenance of core programming.
4 = Exceeds standard	NOT APPLICABLE

Rating: _____

Comments:

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

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

1 = Does not meet standard Enrollment realization is 89% 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, 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: _____	
Comments:	
Source: Board minutes, ongoing correspondence, UST site visits	

3.3 Are all the school's educational staff appropriately licensed?	
1 = Does not meet standard	At least one educational staff is not appropriately licensed or does not hold appropriate and current waivers or variances.
2 = Approaching standard	At least one educational staff has been on a waiver or variance for more than one year.
3 = Meets standard	All educational staff are appropriately licensed.
4 = Exceeds standard	NOT APPLICABLE
Rating: _____ Comments:	
Source: MDE STAR Discrepancy Reports (self-reported data, crosscheck with licensure file checks) D-1	

3.4 Does the school complete criminal background checks in accordance with MN Statute and UST expectations?	
1 = Does not meet standard	The school cannot certify that it completes criminal background checks of staff and the board.
2 = Approaching standard	The school certifies that it completes criminal background checks of the staff but not the board.
3 = Meets standard	The school certifies that it completes criminal background checks of staff and the board, as required by school policy.
4 = Exceeds standard	NOT APPLICABLE
Rating: _____ Comments:	
Source: UST site visit, board chair interview, background check policy	

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

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

1 = Does not meet standard	The school is not in compliance with other applicable law.
2 = Approaching standard	NOT APPLICABLE
3 = Meets standard	The school is in compliance with other applicable law.
4 = Exceeds standard	NOT APPLICABLE

Rating: _____
Comments:

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

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

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

1 = Does not meet standard	At least some board members do not understand the role of the board and the role of the school leader. Board policies and practices are not transparent or not present. Board meetings often address issues not central to the role of the board and/or fail to address core functions such as leader evaluation and school financial/academic health.
2 = Approaching standard	Some board members, but not all, exhibit understanding of their roles as board members and the role of the school leader. Board policies and practices are not always transparent and/or are not fully developed. The board inconsistently addresses issues central to its role such as leader evaluation, leader professional development plan approval (if applicable), and school financial/academic health.
3 = Meets standard	The Board exhibits understanding of its role and the role of the school leader. The board policies and practices are generally transparent and systems are in place to maximize effectiveness of the board, including an orientation process for new members, annual board self-evaluation,

	annual leader (and EMO/CMO if applicable) evaluation, annual approval of leader development plan (if applicable) and a plan for conducting and tracking initial and ongoing training. The board engages in regular strategic planning. The board is able to adequately sustain its membership through recruitment efforts.
4 = Exceeds standard	NOT APPLICABLE
Rating: _____	
Comments:	
Source: Site visits, ongoing correspondence, board minutes, interview with board chair	

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

3.8 Does the board submit a complete board packet (including agenda, minutes, director report, other relevant documents, check register, cash flow sheet, enrollment report, balance sheet and income and expense report), to be received by all members of the board, school leadership, and UST at least three days prior to all board meetings?	
1 = Does not meet standard	Board packets are not submitted on time AND are incomplete
2 = Approaching standard	Board packets are submitted on time (more than 75 percent of the time) but incomplete OR not submitted on time (less than 75 percent of the time) but complete
3 = Meets standard	Board packets are submitted on time (more than 75 percent of the time) and complete
4 = Exceeds standard	NOT APPLICABLE

Rating: _____
Comments:

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

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

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

Rating: _____

Comments:

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

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

1 = Does not meet standard	The school is not fulfilling its legal obligations regarding students with special needs and requires substantial improvement
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2 = Approaching standard	The school is fulfilling all of its legal obligations regarding students with special needs but requires some improvements
3 = Meets standard	The school is fulfilling its legal obligations regarding students with special needs and requires no considerable improvements
4 = Exceeds standard	NOT APPLICABLE
Rating: _____	
Comments:	
Source: UST site visits, Reference: special education investigation search on MDE website and special education training materials; Special education director interview	

3.14 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, and 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
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: __NA__	
Comments: Not Applicable	
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: _____

Comments:

Source: Annual reports, MDE website (data downloads)

3.16 Is the school able to maintain a high percentage of teacher retention (retention of probationary and non-probationary teachers eligible to continue to serve)?

1 = Does not meet standard	Fewer than 70 percent of teachers remained at the school last year (excluding retirements and contract expirations).
2 = Approaching standard	Between 70 and 84 percent of teachers remained at the school last year (excluding retirements and contract expirations).
3 = Meets standard	More than 85 percent of teachers remained at the school last year (excluding retirements and contract expirations).
4 = Exceeds standard	Over the course of the contract (or at least 3 years) teacher retention has consistently remained high (>85 percent)

3.16 Rating: _____

Comments:

Source: Annual report

3.17 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	

3.18 Does the school exhibit a high level of parent satisfaction as measured by the following?	
3.18a	The percentage of parents surveyed who “agree” or “strongly agree” that they would recommend TCGIS to a friend.
3.19b	Survey response rate
1 = Does not meet standard	
3.18a	Less than 70% of parents surveyed indicate they would recommend the school to a friend.
3.18b	The school's survey response rate was less than 25%.
2 = Approaching standard	
3.18a	70-79% of parents surveyed indicate they would recommend the school to a friend.
3.18b	The school's survey response rate was 25-30%.
3 = Meets standard	
3.18a	80-89% of parents surveyed indicate they would recommend the school to a friend.
3.18b	The school's survey response rate was 31-35%.
4 = Exceeds standard	
3.18a	90% or more of parents surveyed indicate they would recommend the school to a friend.
3.18b	The school's survey response rate was greater than 35%.
3.18a Rating: _____	
3.18b Rating: _____	
Overall Rating: _____	
Comments:	

Source: Annual report, School parent satisfaction survey--overall satisfaction indicator

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

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

Rating: _____
Comments:

Source: Authorizer observation

3.20 Do the school's disciplinary practices eliminate disparities as they relate to students of color?

1 = Does not meet standard

The percentage of BIPOC students with a DIRS reportable incident was more than 15% higher than their white peers.

2 = Approaching standard

The percentage of BIPOC students with a DIRS reportable incident was more than 5-10% higher than their white peers.

3 = Meets standard

The percentage of BIPOC students with a DIRS reportable incident was approximately the same than their white peers.

4 = Exceeds standard

Not applicable

Rating: ____

Comments:

Source: MDE DIRS Data, School reported data

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

3.21a Processes to communicate academic performance and other pertinent school information that are accessible to families including the consider language needs.

3.21b 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.

3.21c Opportunities for parents to support their child's education and/or the school (e.g. volunteer, parent organization, family events, conferences).

The percentage for 3.22c will be established based on baseline data gathered in the first year of the contract.

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.
- c. Less than 50% 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 51-60% 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 61-70% 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 70% of families/guardians participated in an engagement opportunity,

Rating a: _____
Rating b: _____
Rating c: _____

Overall Rating:
Comments:

Source: Site visits, ongoing correspondence, interviews

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

- 22a. Marketing/outreach targets socioeconomically and racially diverse populations, which includes having materials available in multiple languages.**
- 22b. Enrollment policies and practices are accessible and transparent. Supports are available to families as needed to navigate the application and enrollment process.**
- 22c. The school demonstrates a commitment to cultivating a board and staff that is reflective of the student population and knowledgeable about equity practices.**
- 22d. Cultural relevancy/representative is a key factor in curriculum selection.**

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. Minimal training is offered to board or staff to grow knowledge about equity practices and/or cultural competency.
- d. Cultural relevancy/representation is not a factor in curriculum selection.

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. Some training is offered to the board and/or staff to grow knowledge about equity practices and/or cultural competency.
- d. Cultural relevancy/representation is a factor in curriculum selection.

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. Board members and staff participate in trainings to grow knowledge about equity practices and/or cultural competency. Equity is a part of the school’s strategic plan.
- d. The school utilizes a curriculum that is not only representative of the student’s it serves; it also represents a multitude of backgrounds and perspectives.

4 = Exceeds standard NOT APPLICABLE

Rating a: _____

Rating b: _____

Rating c: _____

Rating d: _____

Overall Rating: ____

Comments:

Source: Site visits, ongoing correspondence, interviews

Attachment #3 – Articles of Incorporation

State of Minnesota

SECRETARY OF STATE

CERTIFICATE OF INCORPORATION

I, Mary Kiffmeyer, 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: Twin Cities German Immersion School

Corporate Charter Number: 810987-2

Chapter Formed Under: 317A

This certificate has been issued on 03/04/2004.



Mary Kiffmeyer
Secretary of State.

NP 03

8109870002

**ARTICLES OF INCORPORATION
OF
TWIN CITIES GERMAN IMMERSION SCHOOL**

These Articles of Incorporation are signed and acknowledged by the undersigned incorporators for the purpose of forming a nonprofit corporation under the Minnesota Nonprofit Corporations Act, Minnesota Statutes, Chapter 317A.

**ARTICLE I
NAME**

The name of the corporation is **Twin Cities German Immersion School** (the "Corporation").

**ARTICLE II
REGISTERED OFFICE**

The address of the Corporation's registered office is **301 Summit Avenue, Saint Paul, MN 55102**.

**ARTICLE III
PURPOSES**

The purposes for which the Corporation is organized are: 1) to be operated in accordance with Minnesota law, including the provisions of Minnesota Statute 124D.10, to promote, support, advance and represent the interests of a fully accountable, financially, legally and educationally autonomous public charter school; 2) to receive and disburse funds or other property incident to or necessary for the accomplishment of its purposes and do any and all acts incidental to the transaction of its business or expedient for the attainment of the purposes stated herein; 3) 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; INUREMENT**

No part of the earnings may inure to the benefit of or be distributed to the Corporation's 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, except that reasonable compensation may be paid for services actually rendered to or for the Corporation in carrying out its charitable

purposes as permitted for federal law. 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 to the expenses incurred by the Corporation in carrying out the purposes set forth herein.

ARTICLE V
POLITICAL ACTIVITY

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 VI
MEMBERS

The Corporation shall not have capital stock. 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 in the Bylaws of the Corporation.

ARTICLE VII
DISSOLUTION

Upon 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 VIII
PERSONAL LIABILITY

Neither the members, nor the incorporators, directors, officers, employees, representatives or agents of the Corporation, past or present, shall be personally liable for the payment of any debts or obligations of this Corporation of any nature whatsoever, nor shall any of the property of the members or of any of the incorporators, directors, officers, employees, representatives or agents be subject to the payment of the debts or obligations of the Corporation to any extent.

ARTICLE IX
FIRST BOARD OF DIRECTORS

The names and addresses of the first Board of Directors of the Corporation are as follows:

Marcy Zachmeier-Ruh, President
8258 – 257th Street, Farmington, MN 55024

R. Evelyn S. Engle, Treasurer
12800 Eagle Ridge Drive, Burnsville, MN 55337

Boje Siebolds, Secretary
1037 Montana Ave W, St. Paul, MN 55117

Mary F. Bausman-Watkins
2137 Berkeley Ave, St. Paul, MN 55105

Michael K. Browne
1550 Hillside Ave, Minneapolis, MN 55411

Maureen Curran
1937 Goodrich Ave, St. Paul, MN 55105

Dietmar Schlei
458 McCatcheon Lane, Hudson, WI 54016

and such persons shall serve as directors of the Corporation until such time as it is necessary for the Board to conform to the prerequisites of Minnesota Statute 124D.10.

ARTICLE X
INCORPORATORS

The names and addresses of the incorporators are:

Marcy Zachmeier-Ruh
8258 – 257th Street, Farmington, MN 55024

R. Evelyn S. Engle
12800 Eagle Ridge Drive, Burnsville, MN 55337

IN WITNESS WHEREOF, we have hereunto set our hands this

25th day of February, 2004.

Rhonda S. Lyle
Incorporator

W. Fred Paul
Incorporator

STATE OF MINNESOTA
DEPARTMENT OF STATE
FILED

MAR 04 2004

Mary Haggan
Secretary of State

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Attachment #4 – Bylaws

**BYLAWS
OF
TWIN CITIES GERMAN IMMERSION SCHOOL**

Bylaws

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**BYLAWS
OF
TWIN CITIES GERMAN IMMERSION SCHOOL
(the "Corporation")**

**ARTICLE I
PURPOSE**

The purposes of the Corporation are as stated in its Articles of Incorporation.

**ARTICLE II
OFFICES**

The registered office of the Corporation in the State of Minnesota is as stated in the Articles of Incorporation. The Corporation may have such other offices within the State of Minnesota as the Board of Directors may determine or as the affairs of the Corporation may require. The registered office may be, but need not be, identical with the principal office in the State of Minnesota.

**ARTICLE III
MEMBERSHIP**

Section 1. Membership.

Members shall be staff members employed at the Corporation, community members elected to the board of directors, and all parents or legal guardians of children enrolled in the Corporation.

Section 2. Voting Rights of Members.

The only matter or action on which Members are entitled to vote is the election of the Board of Directors. See Article V, Section V.

**ARTICLE IV
MEETINGS**

Section 1. Regular Meeting.

Regular meetings of the Board of Directors shall be held the last Thursday of each month.

Alternative dates may be scheduled when the last Thursday is a holiday, is a non-school day, or is the day before a non-school day. Regular meetings shall be held 9-10 times per year, excluding December and July.

Section 2. Annual Meetings.

The Corporation will not hold an annual meeting of voting Members.

Section 3. Special Meeting.

A special meeting of the Board of Directors may be called by the Chair or at least three Directors. Notice of the special meeting shall be provided in accordance with Minnesota Statutes: section 13D.04, as amended. Such notice shall contain the date, time, place and purpose of the meeting. Only subjects listed on the agenda may be acted upon at the meeting.

Section 4. Quorum and Adjourned Meeting.

A meeting at which at least a majority of the members of the Board of Directors are present shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. If, however, such quorum shall not be present at any scheduled meeting, the director or directors present thereat shall have the power to adjourn without notice other than announcement at the meeting, until a quorum shall be present. The meeting shall be rescheduled in accordance with the Open Meeting Law. The existence of a quorum is determined when a duly called meeting is convened.

Section 5. Open Meeting Law.

All Board of Director meetings, and notice of all such meetings, shall comply with the Open Meeting Law, Minnesota Statutes chapter 13D, as amended.

Section 6. Rules of Order for Board Meetings

- (a) Rules of order for school board meetings are
 - (i) Minnesota Statutes where specified;
 - (ii) Specific rules of order as provided by the school board consistent with Minnesota Statutes; and
 - (iii) Robert's Rules of Order, Revised (latest edition) where not inconsistent with (i) or (ii) above
- (b) A motion will be adopted or carried if it receives the affirmative votes of a majority of those actually voting on the matter. Abstention is considered to be acquiescence to the vote of the majority. It should be noted that some motions by statute or Robert's Rules of Order require larger numbers of affirmative votes.

ARTICLE V
BOARD OF DIRECTORS

Section I. General Powers and Voting.

- (a) The affairs of the Corporation shall be managed by its Board of Directors. Except as limited by the Articles of Incorporation, these Bylaws, Minnesota Statutes section 124 D. 10, and by law, the Board of Directors shall have the power and authority to do all acts and perform all functions that the Corporation may do or perform.
- (b) Every member of the Board of Directors shall have one (1) vote on all matters to be decided by the Board. Unless otherwise stated in these Bylaws, the affirmative vote of a majority of a quorum of Directors shall constitute Board action. Proxy voting is not permitted.

Section 2: Number, Composition, Tenure, and Qualifications.

- (a) Number. The Board of Directors shall consist of at least five (5) members with the target configuration of nine (9) members, but may have as many as (11) members with board approval. The Board of Directors shall review the board size in January of each year to set the number and type of seats available for spring elections.
- (b) Composition. Per the governance structure, the board of directors shall consist of a majority of parent members. The target number of teacher and community members is set below for boards of various sizes with the goal to maintain a diverse and representative board.

<u>Total number seats</u>	<u>Number parent seats</u>	<u>Number teacher seats</u>	<u>Number community seats</u>
<u>5</u>	<u>3</u>	<u>1</u>	<u>1</u>
<u>6</u>	<u>4</u>	<u>1</u>	<u>1</u>
<u>7</u>	<u>4</u>	<u>2</u>	<u>1</u>
<u>8</u>	<u>5</u>	<u>2</u>	<u>1</u>
<u>9</u>	<u>5</u>	<u>2</u>	<u>2</u>
<u>10</u>	<u>6</u>	<u>2</u>	<u>2</u>
<u>11</u>	<u>6-7</u>	<u>2-3</u>	<u>2-3</u>

- (c) Tenure. Each director shall hold office for a three (3) year term or until a successor has been duly elected and qualified or until the director dies, resigns, is removed, or the term

otherwise expires. A director can be elected to serve at most two successive three-year terms, and can serve at most 8 consecutive years in the case of initial appointment due to vacancy. Thereafter, a person can serve additional terms provided there is at least one year separating previous consecutive years.

(d) Qualifications.

- i. Related Parties Prohibited. The Board of Director membership shall not contain any related parties, as defined by Minnesota Statutes section 124E.
- ii. Additional Qualifications.
 - (A) Employee Termination. A teacher who is a Director and who resigns his or her employment at the school or whose employment is terminated at the school is ineligible to be a Director and is removed from the Board as of the date of employment resignation or termination. A teacher who resigns may be allowed to transition to a community member, or parent board member if applicable, with an affirmative two-third $\frac{2}{3}$ vote of the Board of Directors. (See section F).
 - (B) Teacher who is Also a Parent. A teacher employed at the school who is also a parent of a child enrolled at the school is eligible for a teacher Director position and is ineligible for a parent Director position.
 - (C) Community Member who Becomes a Teacher or a Parent. A community member Director who, during his or her Board term, becomes employed at the school or a parent of a child enrolled at the school is removed from the Board as of the date of such employment or enrollment date unless an affirmative $\frac{2}{3}$ vote of the Board of Directors approves continued membership in the new category and Board composition requirements are met. In addition, a community member Director who, during his or her Board term, no longer resides in Minnesota is removed from the Board as of the date when he or she no longer resides in Minnesota.
 - (D) Parent whose Child is Unenrolled. A parent Director, whose only student is unenrolled for a reason other than graduation from the school during such Director's term, is removed from the Board as of the date of such unenrollment.

-
- (E) Parent whose Child Graduates A parent Director, whose child graduates from the school during such Director's term, can remain on the Board and serve as a Community Member with approval of a two-thirds $\frac{2}{3}$ vote of the Board of Directors so long as such switch does not change the Board's parent-majority structure.
 - (F) Teacher who resigns TCGIS employment. A teacher Director, who resigns employment at the school, can remain on the Board and serve as a Community Member, or parent member if applicable, with approval of a two-thirds $\frac{2}{3}$ vote of the Board of Directors so long as the switch does not change the Board's parent-majority structure or minimum requirement for teacher Directors as set by MN statute and Board resolution.

Section 3. Designation & Change of Governance Structure.

- (a) Designation of Governance Structure. The composition of the Board of Directors must be consistent with Minnesota Statute. The term governance structure means having a parent-majority, teacher-majority, community-majority, or no clear majority board. Any change in board governance structure must conform with the composition of the Board set forth in Minnesota Statutes. The Corporation's designated governance structure is a parent-majority board; meaning parent members comprise a majority of the Board.
- (b) Requirements to Change of Governance Structure. The Board may change the governance structure only upon:
 - i. a majority vote of the Board of Directors and a majority vote of the licensed teachers employed by the school as teachers, including licensed teachers providing instruction under a contract between the school and a cooperative, with licensed teachers who are both employed by the school and a Director having one vote.

AND

- ii. approval of the school's authorizer.

- (c) Process & Procedures to Change Governance Structure.

- i. Requests & Petitions to Change Structure. The Board may consider a change in its governance structure upon receipt of a request for such consideration signed by at least two Directors, or the receipt of a petition to so change the governance model signed by at least 50% of the parents of students enrolled in the school or 50% of the licensed teachers employed at the school.
- ii. Special Board Meeting to Solicit Community Comment. Upon receipt of a request or petition complying with (i) above, the Board shall schedule and publicize a special board meeting, to be held within thirty days of receipt of such request or petition, for the sole purpose of receiving community comment regarding the governance structure. When publicizing the special board meeting, the Board shall also invite the school community to submit written comments to the Board prior to the special board meeting.
- iii. Board Meeting. The Board shall place on the agenda of its regular meeting following the special board meeting consideration of changing the governance structure. Placing the item on the agenda does not require any board member to introduce a motion or second a motion for such consideration.
- iv. Effective Date of Change in Governance Structure. Any change in the governance structure complying with this Section 3 is not effective for the duration of the current charter contract period and will be effective for the subsequent charter contract period and begin on the same date as the effective date of the charter contract next executed between the school and its authorizer.

Section 4. Nomination Process.

In accordance with Minnesota Statutes section 124E.07, subdivision 4(d), as amended, notification to eligible voters of the school board election dates, nominees, and board membership categories to be filled will be made at least thirty (30) days before the election. At least sixty (60) days prior to the Corporation's School Board election, the Board of Directors, or its committee, will solicit nominations from teachers, parents/legal guardians, and community members, for all of the Director positions that will be filled at the next election.

Section 5. Eligible Voters.

Each member of the Board of Directors, parent or legal guardian of a child enrolled at the school, and each employee of the school shall have the right to exercise one (1) vote for its board candidates. An individual holding positions in multiple categories (i.e., parent/legal guardian who is an employee of the school; parent/legal guardian who is a Board member; teacher who is a Board member) shall have the right to exercise one (1) vote.

Section 6. Resignation and Removal.

Directors may resign at any time, effective immediately or at a specified later date, by giving written notice to the Board Chair or the Secretary of the Corporation. The acceptance of such resignation shall not be necessary to make it effective. A director may be removed at any time, with or without cause, by a two-thirds (2/3) vote of all remaining directors of the Corporation. Failure to attend four (4) consecutive meetings or two (2) quarterly meetings shall constitute cause.

Section 7. Filling Vacancies.

Vacancies on the Board of Directors may be filled by appointment of a new director by the affirmative vote of a majority of the remaining directors, even if less than a quorum. The remaining directors shall give consideration to appointing a new director based on the most recent board election and subject to the membership category being filled. A director appointed to fill a vacancy shall hold office until the term of his or her predecessor expires.

Section 8. Compensation.

Directors shall not receive compensation for their services as a Director, but nothing in these Bylaws shall be construed to preclude any director from serving the Corporation in any other capacity and receiving compensation therefore as long as no statutory or common law conflict of interest exists. In addition, the directors of this Corporation may be reimbursed for reasonable out-of-pocket expenses incurred by them in rendering services to this Corporation, as the Board of Directors from time to time determines such services to be directly in furtherance of the purposes and in the best interest of the Corporation.

Section 9. Committees of the Board.

The Board of Directors may, by resolution passed by a majority of the Board of Directors, designate, define the authority of, set the number and determine the identity of, members of one or more committees. The Board may, by similar vote, designate one or more alternate members of any committee who may replace any absent or disqualified member at any meeting of the committee. The Board Chair appoints all committee chairs. Committees are chaired by a Director. Committee members must be natural persons, but need not be members of the Board of Directors.

9.1 Authority of Committees.

Committees shall make recommendations to the Board of Directors. No committee shall have the authority to act on behalf of the Board of Directors unless such authority is

specifically delegated to the committee by the Board of Directors; provided, however, that no committee shall be granted any powers or authority exceeding that granted to the Board of Directors. Unless otherwise stated in the resolutions creating it, or in these Bylaws, committee actions shall be taken only upon the affirmative vote of a majority of the members of the committee. Failure of a committee to reach an agreement upon any issue before it shall require referral of such issue to the entire Board of Directors. Each committee shall be under the direction and control of the Board and shall keep regular minutes of their proceedings, and all actions of each committee shall be reported to the Board of Directors and shall be subject to revision and alteration by the Board of Directors. Each committee shall meet as provided by its rules or by resolution of the Board of Directors. Notice of all meetings of any committee shall be given to all members of that committee as determined by the committee.

9.2 Procedures for Conducting Meetings.

The activities of all committees of this Corporation shall be conducted in such manner as will advance the best interest of the Corporation. Each committee shall fix its own rules of procedure and other regulations which shall be consistent with the Articles of Incorporation, these Bylaws and the policies of the Corporation. Committee meetings are not subject to open meeting law unless there is a quorum of board present or when decision making authority has been delegated by the board of directors. The Board Chair shall be an ex-officio member of all committees, unless he or she serves as a member of such committee.

9.3 Finance Committee.

The Treasurer is the chair of the Finance Committee. The committee is responsible for fiscal matters. It shall coordinate the board's financial oversight responsibilities by recommending policy to the Directors, interpreting it for staff, and monitoring its implementation. The committee shall also provide board oversight of the Corporation's financial audits. The financial committee shall monitor the Corporation's financial record; review and oversee the creation of accurate, timely and meaningful financial statements to be presented to the Board; review the annual budget and recommend it to the Board of Directors for approval; monitor budget implementation and financial procedures; monitor budget assets; monitor compliance with federal, state, and other reporting requirements; and help Directors understand the Corporation's finances. The committee shall recommend the auditor for the Board of Directors' approval and review the audit.

9.4 Governance & Leadership Development Committee.

The Governance & Leadership Development Committee shall be responsible for improving the processes related to how the Board of Directors governs through its

bylaws, policies, and decisions. The Governance & Leadership Development Committee shall identify, recruit, and nominate persons to serve as members and officers of the Board of Directors, provide development opportunities for Board Directors, be responsible for the annual Board Director election, and review and maintain Board policies. When vacancies on the Board of Directors occur between elections, the Governance & Leadership Development Committee shall recommend a suitable candidate for appointment by the Board of Directors to fill the vacancy.

9.5 Executive Committee.

The Executive Committee shall include the Board Chair, the Vice Chair, the Treasurer, and the Secretary of the Board. During intervals between meetings of the Board of Directors, the Executive Committee shall possess and may exercise all the powers and functions given to it by the Board of Directors. A majority of the members of the Executive Committee in office at the time shall be necessary to constitute a quorum and in every case an affirmative vote of a majority of the members of the committee present at a meeting shall be necessary for the taking of any action. The Executive Committee shall fix and establish its own rules of procedure and shall meet as provided by such rules and shall also meet at the call of its Chair or of any other two (2) members of the committee.

Section 10. Conflict of Interest.

Statutory and common law conflicts of interest are prohibited. A Conflict of Interest Policy will be established by the Board of Directors.

ARTICLE VI
OFFICERS AND EMPLOYEES

Section 1. Number & Election.

- (a) Number of Officers. The officers of this Corporation shall consist of a Chair, Vice Chair, Treasurer, Secretary and such other officers as the Board of Directors shall determine from time to time.
- (b) Election of Officers & Term. The officers of the Corporation shall be elected by the Board for the lesser of a one (1) year term or the remaining unexpired term of the Director.

Section 2. Vacancies.

A vacancy in any office of this Corporation occurring by reason of death, disqualification, resignation, removal, or other cause shall be filled for the unexpired portion of the term by election of a successor by a majority vote of the Board.

Section 3. Chair (President). The Chair shall:

- (a) Exercise the functions of the Office of the President of the Corporation;
- (b) Preside at all meetings of the Board of Directors;
- (c) Perform such duties and exercise such powers as are necessary or incident to the supervision and management of the business and affairs of the Corporation as directed by the Board of Directors;
- (d) Sign and deliver, in the name of the Corporation, all deeds, mortgages, bonds, contracts or other instruments requiring an officer's signature, unless otherwise directed by the Board;
- (e) Have the general powers and duties usually vested in the office of the president and;
- (f) Have such other powers and perform such other duties as are prescribed by Minnesota Statutes-section 317A.305, subdivision 2, as amended, and as the Board of Directors may from time to time prescribe.
- (g) The Chair shall collaborate with the executive director on strategic plans, provide timely feedback, conduct midyear and annual performance reviews and discuss development plans for the executive director.

Section 4. Vice-Chair. The Vice-Chair shall:

- (a) Exercise the functions of the Office of the President of the Corporation, in the absence of the President;
- (b) Preside at all meetings of the Board of Directors, in the absence of the President;
- (c) Perform such duties and exercise such powers as are necessary or incident to the supervision and management of the business and affairs of the Corporation as directed by the Board of Directors, in the absence of the President;
- (d) Sign and deliver, in the name of the Corporation, all deeds, mortgages, bonds, contracts or other instruments requiring an officer's signature, unless otherwise directed by the Board, in the absence of the President;
- (e) Have the general powers and duties usually vested in the Office of the President, in the absence of the President and;
- (f) Have such other powers and perform such other duties as the Board of Directors may from time to time prescribe.
- (g) The Vice Chair shall be the Administrative Liaison for the Board and work together with the Board Chair to provide timely feedback to the executive director, write midyear and

annual performance reviews, discuss development plans and collaborate with the executive director on strategic plans.

Section 5. Treasurer. The Treasurer or the Treasurer's designee shall:

- (a) Keep accurate financial records for the Corporation and accurate accounts of all monies of the Corporation received or disbursed;
- (b) Deposit all monies, drafts and checks in the name of, and to the credit of, the Corporation in such banks and depositories as the Board of Directors shall from time to time designate;
- (c) Ensure the proper care and custody of the corporate funds and securities;
- (d) Have the power to endorse for deposit all notes, checks and drafts received by the Corporation at the direction of the Board, making proper vouchers for the deposit;
- (e) Disburse the funds of the Corporation and issue checks and drafts in the name of the Corporation as order by the Board of Directors;
- (f) Render to the Board President and the Board of Directors, whenever required, an account of all of the transactions as Treasurer and of the financial condition of the Corporation; and,
- (g) Perform such other duties and have such other powers as may from time to time be prescribed by the Board of Directors.

Section 6. Secretary. The Secretary shall maintain the records of the Office of the Corporation and shall:

- (a) Attend all meetings of the Board of Directors and all committees as required;
- (b) Oversee and record all proceedings in the Minutes of the Board of Directors and ensure inclusion of Board Committee minutes in a book to be kept for that purpose;
- (c) Preserve of all documents and records belonging to the Corporation;
- (d) Give or cause to be given notice of all meetings of the Board of Directors and its committees;
- (e) Maintain a list of all voting members; and
- (f) Perform such other duties as may be prescribed by the Board of Directors.

Section 7. Management and Administrative Employees.

The Corporation may have such management and administrative employees as the Board of Directors deems necessary. The Board of Directors shall determine the hiring process and the duties and responsibilities for such employees.

Section 8. Compensation.

The employees of the Corporation may be paid such reasonable compensation, if any, for their services rendered to the Corporation in such capacity, and may be reimbursed for reasonable out-of-pocket expenses, as the Board of Directors from time to time determines to be directly in furtherance of the purposes and in the best interests of the Corporation.

Section 9. Bond.

The Board of Directors of this Corporation shall from time to time determine which, if any, of the officers, agents or employees of this Corporation shall be bonded and the amount of each bond.

Section 10. Removal of Officer.

Any officer may be removed at any time, with or without cause, by the vote of a 2/3 majority of a quorum of the Board of Directors at any regular meeting or at a special meeting called for that purpose.

Section 11. Resignation.

Any officer may resign at any time. Such resignation shall be made in writing to the Chair (President) or Secretary of the Corporation and shall take effect at the time specified therein, or if no time be specified, at the time of its receipt by the Chair (President) or Secretary. The acceptance of a resignation shall not be necessary to make it effective.

Section 12. Ex-officio Members.

The Executive Director (Chief Administrator) may serve as an ex-officio nonvoting member of the Board of Directors.

Section 13. Parent Liaison and Staff Liaison

One director will be elected annually by a majority vote of the Board to serve a one-year term as the parent liaison, and will be responsible for engaging with the parent community and for maintaining open lines of communication between the parent community and the Board, as described in the liaison job description. One other director will be elected annually by a majority vote of the Board to serve a one-year term as the staff liaison, and will be responsible for engaging with staff and for maintaining open lines of communication between staff and the Board, as described in the liaison job description.

ARTICLE VII
DISTRIBUTION OF ASSETS

Section 1. Right to Cease Operations and Distribute Assets.

By a two-thirds (2/3) vote of all directors, the Board of Directors may resolve that the Corporation cease operations and voluntarily dissolve. Such resolution shall set forth the proposed dissolution and direct designated officers of the Corporation to perform all acts necessary to effect a dissolution. If such cessation and distribution is called for, the Board of Directors shall set a date for commencement of the distribution.

Section 2. Cessation and Distribution.

When cessation of operations and distribution of assets has been called for, the Board of Directors and the designated officers shall cause the Corporation to discontinue its regular business activities and operations as soon as practicable, and shall liquidate and distribute all the Corporation's assets to other entities in accordance with Minnesota Statutes section 317A.735, as amended, and in accordance with the Articles of Incorporation. Notice of intent to dissolve shall be filed with the Secretary of State pursuant to Minnesota Statutes section 317A.723, as amended.

ARTICLE VIII
INDEMNIFICATION

Section 1. Indemnification.

Each director, officer and employee of the Corporation, past or present, shall be indemnified by the Corporation in accordance with, and to the fullest extent permitted by, Minnesota Statutes sections 317A.161, subdivision 21, and 317A.521, as amended, except that such indemnification will be limited as required by applicable law including Minnesota Statutes Chapter 124E. 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. This Section is and shall be for the sole and exclusive benefit of the individuals designated herein and no individual, firm or entity shall have any rights under this Section by way of assignment, subrogation or otherwise, whether voluntarily, involuntarily or by operation of law.

Section 2. Insurance.

The Corporation may purchase and maintain insurance on behalf of any person who is or was a director, officer, employee or agent of the Corporation, against any liability asserted against and incurred by such person in his or her official capacity, or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify such person against liability under Minnesota Statutes section 317A.521, as amended, the Articles of Incorporation or these Bylaws.

ARTICLE IX
AMENDMENTS

The power to adopt, amend or repeal the Bylaws is vested in the Board of Directors. The bylaws may be adopted, amended or repealed upon proper notice and a majority vote of the Board of Directors.

ARTICLE X
FINANCIAL MATTERS

Section 1. Contracts.

The Board of Directors may authorize any officer or officers, agent or agents of the Corporation to enter into any contract or execute and deliver any instrument in the name and on behalf of the Corporation, and any such authority may be general or confined to specific instances. Unless so authorized by the Board of Directors or these Bylaws, no officer, agent or employee shall have any power or authority to bind the Corporation by any contract or engagement, or to pledge its credit or to render it liable pecuniarily for any purpose or to any amount.

Section 2. Loans and Pledges.

No loans shall be contracted nor pledges or guarantees given on behalf of the Corporation unless specifically authorized by the Board of Directors.

Section 3. Authorized Signatures.

All checks, drafts or other orders for the payment of money, notes or other evidence of indebtedness issued in the name of the Corporation shall be signed by such person or persons and in such manner as shall from time to time be determined by the Board of Directors or these Bylaws.

Section 4. Deposits.

All funds of the Corporation shall be deposited to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Directors may designate and shall be disbursed under such general rules and regulations as the Board of Directors may from time to time determine.

Section 5. Corporate Seal.

The Corporation shall not have a corporate seal.

Section 6. Documents Kept at Registered Office.

The Board of Directors shall cause to be kept at the registered office of this Corporation originals or copies of:

- 6.1. Records of all proceedings of the Board of Directors and all committees having any authority of the Board, including minutes of meetings;
- 6.2. Records of all votes and actions of the Board of Directors;
- 6.3. Accounting records, including all financial statements of this Corporation; and
- 6.4. Articles of Incorporation and Bylaws of this Corporation and all amendments and restatements thereof.

Section 7. Accounting System and Audit.

The Board of Directors shall cause to be established and maintained, in accordance with generally accepted accounting principles, an appropriate accounting and financial reporting system for the Corporation. The Board shall cause the records and books of account of the Corporation to be audited, in accordance with Minnesota Statutes section 124E.16, subdivisions 6a and 8(i), at least once each fiscal year and at such other times as it may deem necessary or appropriate, and may retain such person or firm for such purposes as it may deem appropriate.

ARTICLE XI
MISCELLANEOUS

Section 1. Gender References.

All references in these Bylaws to a party in the masculine shall include the feminine and neuter.

Section 2. Plurals.

All references in the plural shall, where appropriate, include the singular and all references in the singular shall, where appropriate, be deemed to include the plural.

CERTIFICATE

The undersigned members of the Board of Directors of the Twin Cities German Immersion School, a Minnesota nonprofit corporation, do hereby certify that the foregoing pages constituting the bylaws are the updated bylaws adopted for the Corporation.

5/26/22
Date

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Attachment #5 –Admissions Policy and Procedures

Approved: 4/24/2025

INDEPENDENT SCHOOL DISTRICT 4152
1031 Como Avenue
St. Paul, MN 55103

509 ENROLLMENT POLICY - STANDARD ENROLLMENT

Enrollment Eligibility

Enrollment in Twin Cities German Immersion School (TCGIS) is open to any child who resides in a Minnesota school district and to non-Minnesota residents in accordance with Policy 509.2. A charter school must give enrollment preference to a Minnesota resident pupil over pupils that do not reside in Minnesota. The school district does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation, age, family-care leave status or veteran status. It does not discriminate in administration of its educational policies, administrative policies, or other school-administered programs.

Class Size Policy

Maximum class size is set by the Board of Directors of TCGIS. Once class size maximum has been set, the Board hereby authorizes the administration to allow exceptions when an overload is appropriate and non-disruptive to the affected class. Any decision is still bound by the rules of the waitlists.

Knowledge of German Language

German language proficiency is not a requirement to enroll at Twin Cities German Immersion School. TCGIS supports learners of German at all levels, in all grades.

Age Requirements

4.1. A family applying to the Kindergarten program is eligible for admission if the child will be five years old by September 1 of the school year in which enrollment is sought or, if TCGIS has an early admission policy, the child will

not be at least 5 years old by September 1 but meets the requirements for early admission.

4.2. A family applying to first grade is eligible for admission if the child will be six years old by September 1 of the school year in which enrollment is sought or has completed kindergarten, or, if TCGIS has an early admission policy, the child meets the requirements for early admission.

4.3. For higher grades, new applicants must have completed the grade level prior to the grade for which admission is sought, or the same standard of a child being 5 years old by September 1 of the year their grade level peers entered Kindergarten will determine enrollment qualification.

Enrollment Procedures and Timelines

5.1. Each school year, TCGIS (1) establishes, by October 1st, the open enrollment period applicable to the following school year's admission; and (2) publishes the school's application for the next school year by November 1.

5.2. Prior to the beginning of the open enrollment period, TCGIS provides notice of the open enrollment period to parents, foster parents, and staff so that siblings of currently admitted students, foster children of parents of currently admitted students, and children of staff may submit a timely application.

Open Enrollment for New Students

6.1. The enrollment process begins each fall for the following academic year. The enrollment form can be filled out online via the TCGIS website, downloaded from the TCGIS website, or requested from the school office beginning November 1 of each year and **must** be submitted by 4:00 pm on the last day of the open enrollment period (typically mid-February) for the subsequent school year. The completed enrollment form must be submitted by completing the online submission or by delivering the completed application to the TCGIS front office by fax, electronic scan via email, or hand-delivery.

6.2. Each enrollment application received via the online form is date-stamped and also either time-stamped or sequentially stamped by number designating the order in which applications were received for each such date. Each paper enrollment application received is dated and entered into a spreadsheet of all applications received, at which point it is also sequentially stamped by number designating the order in which applications were received for each such date.

6.3. All applications received during the open enrollment period are automatically accepted for enrollment (i.e. admitted) unless more applications are received than the available enrollment established for the applicable grades. In this situation, all submitted applications for each such grade are placed in the lottery, subject to enrollment preference as described in Section VII of this policy.

Enrollment Preference

7.1. For each grade, enrollment preference will be given to applicants in the following order: siblings and foster siblings of already admitted students, then children of staff employed at TCGIS, then general admissions, except that if TCGIS has an early admission policy, any child applying for early admission is eligible for admission only if all other applicants have been enrolled and there is still available enrollment in the grade.

7.2. Siblings of Admitted Students (“Siblings”) and Foster Children of Parents of Currently Admitted Students (“Foster Siblings”): Siblings and Foster Siblings who submit an application before the expiration of the open enrollment period are automatically admitted unless the number of Sibling and Foster Sibling applications exceed the available enrollment established by the Board of Directors for the applicable grade. If the number of Sibling and Foster Sibling applications exceeds the available enrollment in the grade, a combined Sibling and Foster Sibling lottery is held to fill the available places in such grade. A waitlist of the applicants in this category will be established according to a random lottery drawing if all available spots have been filled. Siblings and Foster Siblings are admitted to TCGIS in the order in which they are drawn in the lottery. If all available enrollment in a grade is filled by Siblings and/or Foster Siblings, the Sibling and Foster Sibling lottery continues and establishes the Sibling and Foster Sibling waiting list, which has preference over both the staff-children waitlist and the general waitlist.

7.3. Children of Staff Employed at TCGIS: Children of staff whose employment is stipulated in advance to total at least 480 hours in a school calendar year (“Staff Children”) who submit an application before the expiration of the open enrollment period are automatically admitted, provided that all Siblings and Foster Siblings (of already admitted students) who submitted a timely application are admitted and provided there is available enrollment as determined by the Board of Directors for the applicable grades. If the number of Staff Children applicants exceeds the available enrollment for the grade (and after all Siblings and Foster Siblings who submitted a timely application are admitted), a Staff Children lottery is held. Staff Children are admitted to TCGIS in the order in which they are drawn in the lottery. If all available enrollment in a grade is filled by Staff-Children, the Staff Children lottery continues to establish the Staff Children waitlist for each such grade.

7.4. General Lottery: After Siblings, Foster Siblings, and Staff Children who submitted timely applications are already admitted, all other applicants submitting timely applications will be admitted to TCGIS, unless the number of such applicants for the grade exceeds the available enrollment remaining for that grade, in which TCGIS conducts a general lottery. All applications for each such grade (excluding applications from Siblings, Foster Siblings, and Staff Children) received before the expiration of the open enrollment period are included in the general lottery. Students are admitted to the school in the order in which they are drawn in the lottery, as long as there is available enrollment for the applicable grade. If all available enrollment in any grade is filled, the lottery continues and

establishes the general waitlist for each such grade in the order drawn, until all applications are drawn.

7.5. Early Admission: If TCGIS has a policy permitting early admission, applicants applying for early admission will be admitted to TCGIS only if there is available enrollment for the grade after enrollment of all Siblings, Foster Siblings, Staff Children, and general lottery applicants for that grade. If space remains, early enrollment applicants who have a Sibling or Foster Sibling enrolled at TCGIS or accepted for enrollment to TCGIS for the upcoming school year will be admitted after meeting the criteria required in the early admissions policy of the school if space is available, or, if the number of such applicants exceeds the available enrollment, a lottery will be held for placement purposes and waitlist created. If there are no spots available following the general lottery, a lottery will be held for these students who will be placed at the end of the waitlist. The same process will be followed for early admission applicants who are not eligible for the sibling preference.

Additional Lottery Procedures

- 8.1. TCGIS conducts all lotteries through a method of random selection.
- 8.2. Applicable lotteries occur from highest grade to lowest grade. For example, if a lottery is required in grades Kindergarten, 1, 3, and 6, the grade 6 lottery is conducted first, followed by the grade 3 lottery, then the grade 1 lottery, and then the Kindergarten lottery. Once a child is enrolled in a higher grade, siblings of that child are then Siblings and any foster children of that child's parents are Foster Siblings for purposes of qualifying for sibling preference enrollment in the lower grade levels.

Applications Received After Open Enrollment Ends

- 9.1. Applications received after the open enrollment period expires are automatically as long as there is available enrollment in the applicable grade, in the order received. If, or once, there is no available enrollment in a grade, applications are added to the applicable waitlist for each such grade, in the order received.

Waitlists

- 10.1. TCGIS will maintain a waitlist for every grade level in which there are more applicants than available spots for the current and subsequent school year. The waitlist for the current school year will end on the last day of the school year.
- 10.2. There is no waitlist carry-over from year to year. Students on the waitlist for one year must submit new applications for the next school year.
- 10.3. In the event that there is one opening in a given class and the next two or more children on the waitlist for that same class are Siblings (possibly, but not limited

to twins) or Foster Siblings, the Sibling/Foster Sibling children will be admitted and the class size will be increased over the limit **only** to accommodate these Siblings/Foster Siblings when an overload is appropriate and non-disruptive to the affected classes. No other children will be admitted from the waitlist until the class size drops to one below the limit. If the Sibling or Foster Sibling is on the waitlist for a different grade, they remain on the waitlist until a spot opens up.

Policy History:

Approved: 6/1/2018
3/2/2023
4/24/2025

Attachment #6 – Insurance Coverage Types and Amounts

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

466.04 MAXIMUM LIABILITY.

Subdivision 1.Limits; punitive damages.

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

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

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

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

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

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

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

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

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

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

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

Subd. 1a.Officers and employees.

The liability of an officer or an employee of any municipality for a tort arising out of an alleged act or omission occurring in the performance of duty shall not exceed the limits set forth in subdivision 1, unless the officer or employee provides professional services and also

is employed in the profession for compensation by a person or persons other than the municipality.

Subd. 1b.Total claim.

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

Subd. 2.Inclusions.

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

§

Subd. 3.Disposition of multiple claims.

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

Attachment #7 – Compliance Agreement

Compliance Agreement

The Twin Cities German Immersion School Board will comply with all state and federal laws governing organizational, programmatic, and financial requirements applicable to charter schools.

Julie Amatout
Name, Board Chair

Lisa Linnell
Name, Board Vice Chair

RICHARD JAMES
Name, Board Secretary

Richard Heid
Name, Board Treasurer

Justin Root-Josing
Name, Board Member

Kevin Eberhard
Name, Board Member

Emily Albers, Emily a. a.
Name, Board Member

Silke Moeller
Name, Board Member

[Signature]
Name, Board Member

Megan Dayton
Name, Board Member

[Signature]
Name, Board Member

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

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

Annual Reporting

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

Annual Report

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

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

Quarterly Reports

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

Site Visit Overview

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

Formal Site Visit

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

End of Contract Term Site Visit

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

Informal/On-going Monitoring Site Visit

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

Protocols for Formal and End of Term Site Visits

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

1. Is the academic program a success?

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

- Implementation of the school's mission and vision;

- A research-based curriculum appropriate for students served;
- Effective instructional practice that supports the goals of the learning program;
- Strong instructional leadership;
- A school climate that supports the goals of the learning program; and
- A physical environment that supports the goals of the learning program.

2. Is the school financially viable?

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

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

3. Is the organization effective and well-run?

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

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

Preparing for the Site Visit

1. School Tasks

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

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

- Ensure compliance binder is complete, up-to-date, and readily accessible.

2. St. Thomas Tasks

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

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

Site Visit Schedule

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

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

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

Post Visit, Formal Written Feedback

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

Sample Interview Questions

School Leader

1. Learning Program

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

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

- **Enrollment and Attendance:** Describe your school's enrollment and attendance patterns over the course of the contract. What special circumstances drive these statistics? What has the school done to meet enrollment and attendance goals?

2. Organizational Effectiveness

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

3. Financial Management and Oversight

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

- **Financial Concerns:** Do you have any concerns regarding reporting, internal controls, or compliance issues?
- **Board Involvement:** Do you believe the board has a solid understanding of the school's financial situation and any challenges it may be facing? What kind of financial information does the board ask of the school? Who reports this information to the board?

Business Manager

1. Financial Management and Oversight

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

Curriculum and/or Testing Coordinator

This may be the School Leader or other designated staff.

1. Learning Program

- **Academic Results:** Discuss the academic results over time: AYP, MCA II proficiency, NWEA MAP test median and RIT growth scores. Discuss reasoning for scores and how the school's academic results have changed over time (e.g. population change, professional development, program decisions, curricular decisions, etc.).
- **Growth in Achievement:** If applicable, discuss MCA II growth and comparison school data for the most current school year for which data are available (excel printout). Discuss reasoning for scores. *NOTE: The proposed Accountability Plan, being new to St. Thomas, means that the analysis of comparative data from year to year can occur, at the soonest, the year after base-line data are established.*
- **School-specific Academic Goals:** To what extent is the school working to meet the school-specific academic goals outlined in the contract?

- **Supplemental Assessment Data:** Discuss any other assessment data the school uses to measure proficiency or progress over time. Why does the school use additional assessment data? How does this help inform staff of student progress?
- **Decision Making:** What processes do you have in place to evaluate assessment data and link them to instructional practices? How are curriculum decisions made and what steps are taken to implement these decisions? Do you have confidence that the assessments you are using will provide you adequate information related to student learning?
- **Staff Development:** To what extent does the school use assessment data in staff development? How has this evolved over time (the course of the contract)? Do you have confidence that staff value assessment data and use the information to modify teaching strategies?
- **Differentiation of Instruction:** How does the school vary instructional levels and methods for students with different needs?

Board Chair

1. Board Roles and Responsibilities (Organizational Effectiveness)

- **School Strengths and Weaknesses:** What do you see as the school's strengths and weaknesses?
- **Planning:** Has the board completed a long-term strategic plan for the school? (If so, ask for a copy.) Describe the school's mission and its contractual academic goals; how does the long-term plan support the mission and contract?
- **Assessment of Progress:** How does the board assess progress of the school's long-term plan? (If there is no long-term plan, how does the board assess progress of the school's accountability plan?) Is the school's mission being achieved?
- **Evaluation of School Leader:** What is the board's process for evaluating the school leader? How is the evaluation used? Does the board have a professional development plan with measurable goals for the school leader?
- **Board Member Training:** Have all board members received MDE-approved board training? Has the board adopted policy to meet the expectations of this law? If so, please provide the policy. For the transition year, what is the board's plan to meet the intent of this law?
- **Board Roles and Responsibilities:** Do you believe your board has a firm understanding of its roles and responsibilities? How do you evaluate this and address concerns if they arise? What role does the school leader play and what role does the board play?
- **Governance Model:** Describe your board's governance model—composition, committee structure, frequency of meetings, etc. How does this support your school's mission and long-term plan? How do you ensure that the board maintains necessary expertise to do its job?
- **Board Review:** Does the board complete a self-review? If so, please provide documentation of the most recent review. Does this review assess the extent to which the board understands its roles and responsibilities?

- **Record Retention:** Do you have a governance binder with written policies, board bylaws, school handbooks, etc.? How often are bylaws reviewed and updated?
- **Board Policy Development:** Do you have a process in place to regularly review board written policies? How often does the board review and update these policies? Do you believe the board has been proactive or reactive on policy review? Can you provide some examples of when the board has reviewed/changed policy?
- **Compliance Monitoring:** Review the Statement of Assurances with school leadership and the board chair. Is the school meeting all compliance expectations outlined in this document (e.g. Open Meeting Law)? Can the board verify compliance?

2. Financial Management and Oversight

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

Attachment #9 – University of St. Thomas Evaluation



NOTICE OF CONTRACT RENEWAL

March 18, 2022

Board of Directors
Twin Cities German Immersion School
1031 Como Avenue
St. Paul, MN 55103

Dear Board of Directors and Executive Director Christensen:

This letter serves as a notice of charter contract renewal for Twin Cities German Immersion School. **The University of St. Thomas (St. Thomas) is extending a five (5) year contract renewal to Twin Cities German Immersion School as a result of the school's strong performance in academics, finance and governance.** We will send a draft contract for your review next week and 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 TCGIS's performance for the most recent contract period (SY2018-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 Operational Aptitude. We have developed several key questions in each area and use an assessment system to determine the extent to which the school is meeting the expectations enumerated in the school's charter contract. The assessment system uses the following four-point rating scale:

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

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 four is not possible as many compliance indicators are scored out of three. Below is a brief summary of the school's performance in the three major categories.

Overall, St. Thomas believes TCGIS 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. St. Thomas wants to highlight a number of the school's milestones since joining our network of schools five years ago. TCGIS completed a large-scale facility renovation with transparency and a commitment to community engagement. The school responded to the global pandemic with a learning program that was continually assessed and adapted as needed to best meet student needs. The school solidified an internship program designed to native German speakers to the classrooms and finalized Vision 2025, a sustainability plan for the school. Most recently, the school restructure the administrative team and hired a new executive director to lead the school into and through its next phase. While challenges surfaced during these processes, the school community continually strives to work collaboratively to meet the

mission. Congratulations to the TCGIS Board, leadership, teachers and staff. Thank you for your commitment to high quality education.

Academic Performance - Is this Learning Program a success?

SY2018 3.16

SY2019 3.25

SY2020 3.18

SY2021 3.10

SY2022 3.30

As referenced above, St. Thomas believes TCGIS 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 board and the immersion program. Based on authorizer observations and discussions with stakeholders, the school provides a positive school culture and excellent environment for students to expand their academic skills and knowledge while learning two languages.

While there is a gap in academic data due to the pandemic, TCGIS's performance on state tests in both reading and math has been strong throughout the contract term – outperforming the resident district and comparable schools annually and in line with state averages. TCGIS also demonstrated learning through the school selected reading (CBM) and math (Fast aMath) assessments. Additional examples of the school's commitment to continuous improvement and students' academic performance include:

- Updated administrative student that includes three academic focused positions (Dean of Elementary, Dean of Middle School and Dean of Academics);
- Multiple partnerships and programs to identify and retain native and fluent German teachers;
- Implementation of multiple strategies to strengthen math results including new curriculum and cross subject support;
- Alignment of MN standards with DaF Rahmenplan as well as German language acquisition and learning standards in order to update the K-8 scope and sequence, materials and assessments; and
- German exchange program, which brings students to TCGIS and includes a Capstone trip to Germany for eighth graders.

As we move forward data and discussions on whether students are mastering the German language would be useful. With about over 80% of eighth graders are passing the exam, the metric utilized in the rubric does not appear to be a strong reflection of student learning in this area.

Does the School Exhibit Strong Financial Health?

SY2018 3.56

SY2019 3.38

SY2020 3.38

SY2021 3.38

SY2022 3.5

As illustrated above, TCGIS 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) meets bond covenants; (6) conservative budgeting; (7) an active finance committee and financially aware Board that monitors the budget closely and makes adjustments as needed.

Is the Organization Effective and Well-Run?

SY2018 3.13

SY2019 3.03

SY2020 3.00

SY2021 3.10

SY2022 3.10

Over the course of the contract, TCGIS exhibited attributes of a well-run organization that is effectively serving its educational community – students, parents, teachers and staff. As highlight in the rubric, TCGIS is overseen by a Board of Directors that demonstrates a passion for the school and knowledge of their role, which is evident in their commitment to set a strategic vision, provide ongoing oversight, review and establish policy as needed, adhere to relevant law, seek ongoing training and operate with transparency. Committees are active and board discussions tend to be strong. School leadership has evolved over the contract period to better support the academic and operational needs of the school. A new executive director was hired coming into SY2022.

Family, student, teacher and staff feedback was generally positive. Strengths include feeling safe, feeling a sense of community, feeling academically challenged and feeling supported as well as having multiple communication modes and opportunities to provide feedback. In recent years, TCGIS has instituted structures to further family-school communication and connection including a Parent Council, affinity groups and “TCGIS 101”. The school has exhibited fairly consistent teacher retention over the last five years – ranging from 73-84%. Given the program model, staffing has complexities as such this continues to be an area of focus for TCGIS. TCGIS is also strengthening internal structures to the appropriate licensures are in place.

Summary

We look forward to continuing a positive and productive relationship with the school for many years to come.

Sincerely,



Dana J. Peterson
Assistant Director, Charter School Authorizing
University of St. Thomas
dana.peterson@stthomas.edu

C.C.: Molly McGraw Healy, Director of St. Thomas Charter School Authorizing

Twin Cities German Immersion School

Accountability System Rubric

SECTION I – Is the Learning Program a success?

1.1 State Accountability System Goal: Students in all subgroups will meet proficiency targets set by the Minnesota Department of Education. This goal is only applicable to Title 1 Schools.

1 = Does not meet standard	Weighted percentage of subgroups achieving proficiency is less than or equal to 50%.
2 = Approaching standard	Weighted percentage of subgroups achieving proficiency is greater than 50% but less than 65%.
3 = Meets standard	Weighted percentage of subgroups achieving proficiency is between 65% and 80%.
4 = Exceeds standard	Weighted percentage of subgroups achieving proficiency is greater than 80%.

SY2018

Rating: NA

Comments/Evidence: Due to the state’s transition from NCLB to ESSA, this data is not available for SY2017.

SY2019

Rating: NA

Comments/Evidence: Due to the state’s transition from NCLB to ESSA, this data is not available for SY2018.

SY2020

Rating: NA

Comments/Evidence: Due to the state’s transition from NCLB to ESSA, this data is not available for SY2019.

SY2021

Rating: NA

Comments/Evidence: Due to the state’s transition from NCLB to ESSA, data is no longer available to score this item.

SY2022

Rating: NA

Comments/Evidence: Due to the state’s transition from NCLB to ESSA, data is no longer available to score this item.

Data Source: Annual Report, Minnesota Department of Education *School Report Card*, Test Data spreadsheets

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? (Note: Statewide is weighted at one point, while resident district and comparable schools are at 1.5 points each. For this and all measures below, if analysis results in different scores for Reading and Math, report overall average for the measure, ie, 2 for Reading and 3 for Math, = 2.5, etc.)

1.2a Reading

1.2b Mathematics

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

Rating is determined by the following formula:

Statewide Comparison Score (1-4) x 1 + Resident District Comparison Score (1-4) x 1.5 + Comparable School Score ((1-4) x 1.5) divided by 4 (report final score to the tenths-place, i.e. 2.8, 3.2, etc.)

SY2018

1.2a Reading: 3.63

1.2b Math: 4

Enter the overall score produced by the average of these two scores: 3.82

Comments/Evidence: In SY2017, 79.9% of TCGIS students were proficient in math, which well exceeded the performance of comparison schools (10 percentage points), the resident district (40 percentage points) and the state (20 percentage points). Reading proficiency was 83.1%, which also exceeded the comparison schools (4 percentage points), resident district (45 percentage points) and the state (23 percentage points).

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

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

SY2019

1.2a Reading: 3.625

1.2b Math: 3.625

Enter the overall score produced by the average of these two scores: 3.625

Comments/Evidence: In SY2018, 77.57% of TCGIS students were proficient in math and 79.83% in reading. As the numbers below illustrate, TCGIS significantly outperformed the resident school district as well as the state in both math and reading.

Math: Comparable Schools 76.59%, District 33.05% and State 58.50%

Reading: Comparable Schools 77.52%, District 38.10% and State 59.87%

Math $(3 \times 1.5) + (4 \times 1.5) + (4 \times 1.5) = 14.5 / 4 = 3.625$

$$\text{Reading } (3 \times 1.5) + (4 \times 1.5) + (4 \times 1.5) = 14.5 / 4 = 3.625$$

SY2020**1.2a Reading: 3.625****1.2b Math: 3.625****Enter the overall score produced by the average of these two scores: 3.625****Comments/Evidence:**

67.23% math (68.73% comparison schools, 32.69% district, 56.46% state)

74.08% reading (72.97 comparison schools, 38.60% district, 59.03% state)

While TCGIS saw a 10-percentage point drop in their math proficiency in SY2019, the comparison schools saw a similar drop. This drop was not reflected at the district or state levels.

$$\text{Math } (3 \times 1.5) + (4 \times 1.5) + (4 \times 1.5) = 14.5 / 4 = 3.625$$

$$\text{Reading } (3 \times 1.5) + (4 \times 1.5) + (4 \times 1.5) = 14.5 / 4 = 3.625$$

SY2021**1.2a Reading:****1.2b Math:****Enter the overall score produced by the average of these two scores: NA****Comments/Evidence:** Due to the pandemic, MCAs were not administered in SY20.**SY2022****1.2a Reading: 4****1.2b Math: 3.25****Enter the overall score produced by the average of these two scores: - NA (3.625)****Comments/Evidence:** Due to the pandemic, MCA data for SY2021 is being included for discussion purposes, but not scored. SY2021 data is summarized below.

$$\text{Math } 4 \times 1 + 4 \times 1.5 + 2 \times 1.5 / 4 = 3.25$$

TCGIS – 41.88%

State – 44.53% (4)

District – 21.24% (4)

Comparison Schools – 47.78% (2)

$$\text{Reading } 4 \times 1 + 4 \times 1.5 + 4 \times 1.5 / 4 = 4$$

TCGIS – 68.13% (4)

State – 51.74% (4)

District – 32.32% (4)

Comparison Schools – 62.87% (4)

Math has been an ongoing focus for TCGIS for a number of years. The school has implemented a number of strategies for increasing math proficiency including: push-in support, a new structure (now have a Dean for Elementary School, Dean for Middle School and a Dean of Academic Support), new curriculum for fifth and sixth grades, and cross subject support of math.

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

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

1.3a Reading

1.3b Mathematics

1 = Does not meet standard	Low growth is less than 20 percent AND High 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

SY2018

1.3a Reading: 4

1.3b Math: 4

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

Comments/Evidence: 47.2% of TCGIS students demonstrated high growth in reading and 42.8% in math. 12.3% of students demonstrated low growth in reading and 19% in math.

SY2019

1.3a Reading: 4

1.3b Math: 3

Enter the overall score produced by the average of these two scores: 3.5

Comments/Evidence: In Math, 36.4% of TCGIS students are attaining high growth and 22.5% low growth. In reading, 35.9% of students are attaining high growth and 19.8% low growth.

SY2020

1.3a Reading: 4

1.3b Math: 3

Enter the overall score produced by the average of these two scores: 3.5

Comments/Evidence:

Math HG – 28.70% and LG – 27.60%

Reading HG – 39.90% and LG – 15.2%

<p>SY2021 1.3a Reading: 1.3b Math: Enter the overall score produced by the average of these two scores: NA</p> <p>Comments/Evidence: Due to the pandemic, MCAs were not administered in SY20.</p>
<p>SY2022 1.3a Reading: 1.3b Math: Enter the overall score produced by the average of these two scores: NA</p> <p>Comments/Evidence: MDE no longer calculates growth scores.</p>
<p>Source: MCA data available on MDE website <u>or</u> school self report if cell size is too small, Test data spreadsheets</p>

<p>1.4 MCA Growth (Comparison Groups): Are students making expected growth compared to the state, resident district, and comparable district schools? (Notes: Expected growth is achieved if students are proficient with medium or high growth or not proficient with high growth. Statewide is weighted at 1.0 point, while resident district and comparable schools are at 1.5 points each.)</p> <p>1.4a Reading 1.4b Mathematics</p>								
<table border="1"> <tr> <td>1 = Does not meet standard</td> <td>More than 10 percentage points below comparison groups</td> </tr> <tr> <td>2 = Approaching standard</td> <td>5-10 percentage points below comparison groups</td> </tr> <tr> <td>3 = Meets standard</td> <td>Within fewer than 5 percentage points of comparison groups</td> </tr> <tr> <td>4 = Exceeds standard</td> <td>Exceeds comparison group by more than 5 percentage points</td> </tr> </table>	1 = Does not meet standard	More than 10 percentage points below comparison groups	2 = Approaching standard	5-10 percentage points below comparison groups	3 = Meets standard	Within fewer than 5 percentage points of comparison groups	4 = Exceeds standard	Exceeds comparison group by more than 5 percentage points
1 = Does not meet standard	More than 10 percentage points below comparison groups							
2 = Approaching standard	5-10 percentage points below comparison groups							
3 = Meets standard	Within fewer than 5 percentage points of comparison groups							
4 = Exceeds standard	Exceeds comparison group by more than 5 percentage points							
<p>Rating is determined by the following formula: Statewide Comparison Score (1-4) x 1; + Resident District Comparison Score (1-4) x 1.5; + Comparable School Score ((1-4) x1.5) divided by 4 (report final score to the tenths-place, i.e. 2.8, 3.2, etc.)</p> <p>SY2018 1.4a Reading: 3.63 1.4b Math: 4 Enter the overall score produced by the average of these two scores: 3.82</p> <p>Comments/Evidence: In reading, 82.6% of students met growth expectations. In math, 72.8% of students met growth expectations. Similar to 1.2 above, the school outperformed the comparison schools, district and state by significant margins. Reading $(4 \times 1) + (3 \times 1.5) + (4 \times 1.5) = 14.5/4$ Math $(4 \times 1) + (4 \times 1.5) + (4 \times 1.5) = 16/4$</p>								
<p>SY2019 1.4a Reading: 3.63 1.4b Math: 3.63 Enter the overall score produced by the average of these two scores: 3.63</p> <p>Comments/Evidence:</p>								

Math: TCGIS 70.3% Comps 68.95% District 36.8% State 54.1%
Reading TCGIS 71.3% Comps 70.68% District 43.9% State 56.9%

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

SY2020

1.4a Reading: 4

1.4b Math: 4

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

Comments/Evidence: For the second year in a row, TCGIS students growth exceeded their peers at the comparison schools, in the district and the state.

Math - TCGIS 63% Comps 57.52% District 36.8% State 51.5%
Reading – TCGIS 76.9% Comps 69.5% District 44.9% State 55.8%

SY2021

1.4a Reading:

1.4b Math:

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

Comments/Evidence: Due to the pandemic, MCAs were not administered in SY20.

SY2022

1.4a Reading:

1.4b Math:

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

Comments/Evidence: MDE no longer calculates growth scores.

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

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

1.5a Reading - – Are students in grades performing at or above the 40th percentile, nationally as measured by CBM reading scores?

1.5b Mathematics - Are students performing at or above the national median, as measure using standardized assessment (FBL aMath)

1 = Does not meet standard

Assessments indicate that a minimal proportion of tested students performed at or above national median (less than 40%).

2 = Approaching standard	Assessments indicate that an inadequate proportion of tested performed at or above national median (40%-49.9%).
3 = Meets standard	Assessments indicate that an adequate proportion of tested performed at or above national median (50%-65%).
4 = Exceeds standard	Assessments indicate that a high proportion of tested students performed at or above national median (more than 65%).
<p>SY2018 1.5a Reading: 3 1.5b Math: 3 Enter the overall score produced by the average of these two scores: 3</p> <p>Comments/Evidence: CBMReading scores show that 65% of 3 – 5 graders are at or above the 40th percentile in SY18. In math, 65% of 1 – 7 students scored at or above the national median.</p> <p>Note that for SY2018, reading assessments were administered to students in grades 3 – 5 and math assessment in grades 1 – 7. In future years both reading and math assessments will be expanded to fully include grades 3 – 8.</p>	
<p>SY2019 1.5a Reading: 4 1.5b Math: 4 Enter the overall score produced by the average of these two scores: 4</p> <p>Comments/Evidence: In SY2019, 3rd, 4th and 5th graders at TCGIS completed FAST CBMreading on three occasions. 67% of these students score at or above the 40th percentile at the May testing (51% in grade 3, 72% in grade 4 and 78% in grade 5).</p> <p>In math, students in grades 3 – 8 completed FAST aMath on two occasions (fall and spring). Overall, 67% of students scored at or above the 50th percentile in the May testing (49% in grade 3, 58% in grade 4, 60% in grade 5, 79% in grade 6, 80% in grade 7 and 90% in grade 8).</p>	
<p>SY2020 1.5a Reading: 4 1.5b Math: 4 Enter the overall score produced by the average of these two scores: 4</p> <p>Comments/Evidence: In SY2019, 3rd, 4th and 5th graders at TCGIS completed FAST CBM reading on three occasions. 67% of these students score at or above the 40th percentile at the May testing (51% in grade 3, 72% in grade 4 and 78% in grade 5).</p> <p>In math, students in grades 3 – 8 completed FAST aMath on two occasions (fall and spring). Overall, 67% of students scored at or above the 50th percentile in the May testing (49% in grade 3, 58% in grade 4, 60% in grade 5, 79% in grade 6, 80% in grade 7 and 90% in grade 8).</p>	

NOTE: SY2019 data is being used to score this year's evaluation as data reviewed in the rubrics is for the previous year (SY2019 data for SY2020).

SY2021

1.5a Reading:

1.5b Math:

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

Comments/Evidence: Due to the pandemic, TCGIS did not administer FAST or CBM in the spring. The school did administer both in the fall and winter. Data showed 80-93% of students achieving math proficiency across grade levels. For reading, 44% of second graders attained proficiency with scores gradually increases to the 80th percentile in 5th grade.

SY2022

1.5a Reading: 3

1.5b Math: 4

Enter the overall score produced by the average of these two scores: NA (3.5)

Comments/Evidence:

Reading

3-5 graders completed 3 rounds of Fast CBM reading screeners throughout the year and 1st-2nd graders completed 2 rounds. Fast CBM reporting categories are defined as “low risk” (30th-84.99th percentile) and “college-bound” (85th percentile and above).

64% of 3-5 graders scored at or above 40th percentile in the fall and 57% during the winter and spring cycles. During the winter cycle, 30% of 1 and 2 graders scored at or above the 40th percentile and 45% in the spring. It is important to note that English instruction does not begin until 3rd grade.

Math

Students in grades 3-8 completed the FAST aMath screeners, 3-4 graders took aMath screeners in winter and spring and 5-8 graders took aMath fall, winter and spring. Below are the percentages of student at or above the 40th percentile nationally. It is important to note the participation rates fluctuated more than normal due to the pandemic.

3rd grade: 78% in winter, 66% in spring cycle

4th grade: 84% in winter and in spring cycle

5th grade: 71% in fall, 76% in winter and spring

6th grade: 95% in fall, 93% in winter, 87% in the spring

7th grade: 92% in fall, 88% in winter, 96% in the spring

8th grade: 95% in fall, 93% in winter, 95% in the spring

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

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

1.6a Reading – Are students making substantial and adequate gains over time, as indicated by expected weekly growth (1.0 WRCM per week) on CBM scores?

1.6b Mathematics – Are students making substantial and adequate gains over time, as measured using expected rates of improvement (FBL a Math growth rate analysis)?

1 = Does not meet standard	Value-added analysis indicates that a minimal proportion of tested students made expected gains (less than 40%).
2 = Approaching standard	Value-added analysis indicates that an inadequate proportion of tested students made expected gains (40%-49.9%).
3 = Meets standard	Value-added analysis indicates that an adequate proportion of tested students made expected gains (50%-65%).
4 = Exceeds standard	Value-added analysis indicates that an adequate proportion of tested students made expected gains (more than 65%).

SY2018

1.6a Reading: 2

1.6b Math: 3

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

Comments: CBM Reading scores show that 42% of 3 – 5 graders made the expected weekly growth of 1.0 WRCM per week. FastBridge scores show that 65% of 1 – 7 graders met or exceeded the expected growth.

Note that for SY2018, reading assessments were administered to students in grades 3 – 5 and math assessment in grades 1 – 7. In future years both reading and math assessments will be expanded to fully include grades 3 – 8.

SY2019

1.6a Reading: 2

1.6b Math: 2

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

Comments: In reading, 92% of students showed growth from fall to spring with an average growth in words read correctly per minute of 23.5 WRC/min) or .88 per week. Overall, 47% of 3 – 5 grade students achieved weekly growth at or above the national median when their starting point was taken into consideration.

In math, 83% of students who took the test in both fall and spring made positive gains, with 40% of students achieving growth at or above the national median.

SY2020

1.6a Reading: NA

1.6b Math: NA

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

Comments: Because the SY2019 data was used in the SY2019 evaluation, this item is not being scored for SY2020 unless TCGIS has data from SY2020.

SY2021

1.6a Reading: _____

1.6b Math: _____

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

Comments: As noted in 1.5, TCGIS did not administer FAST or CBM in the spring of SY20 due to the pandemic. As such, no data is available to score this item.

SY2022

1.6a Reading: 1

1.6b Math: 4

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

Comments: Of those students who completed screening in fall and spring that received a score below benchmark during spring, approximately 33% improved by 1.0 WRC or greater on average per week. 81% of 3-8th grade students with an aMath score for fall and spring increased their aMath scores over the course of the two screening cycles. 80% of 3-8th grade students scored at the 40th percentile or above in the spring.

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

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

1 = Does not meet standard	More than 5 percentage points below the statewide proficiency rate.
2 = Approaching standard	Between 0.01 and 5 percentage points below the statewide proficiency rate.
3 = Meets standard	Between 0 and 5 percentage points above the statewide proficiency rate.
4 = Exceeds standard	Exceeds the statewide proficiency rate by more than 5 percentage points.

SY2018

Rating: NA

Comments/Evidence: Given that TCGIS has fewer than 10 EL students, this data is not reported by MDE.

SY2019

Rating: NA

Comments/Evidence: Given that TCGIS had fewer than 10 EL students in SY18, this data is not reported by MDE.

SY2020

Rating: NA

Comments/Evidence: Given that TCGIS had fewer than 10 EL students in SY19, this data is not reported to MDE.

SY2021

Rating: NA

Comments/Evidence: In SY20, MDE reports no data available due to the counts being too small to report.

SY2022

Rating: 4

Comments/Evidence: In SY21, 10 English Learners completed the ACCESS test. Scores are summarized below:

Composite - Overall
 0% Level 6 (State .1%)
 10% Level 5 (State 2.2%)
 60% Level 4 (State 18.9%)
 30% Level 3 (State 41.9 %)
90% at or above level 3 (State 63.1%)

Source: Annual report, MDE School Report Card

1.8 Based on its mission, the school seeks to ensure that students will continue to attain proficiency in the German language at a high rate. Scores on the 2017-2018 DSD I exam will show a 5% increase in the number of 8th grade students who score above 17 (clearly passing) in the writing section. In years 2-5 of the Authorizing Agreement, TCGIS students will maintain or add to these gains.

1 = Does not meet standard	Scores indicate a decrease in the number of students scoring 17 or higher (“clearly passing”) on the DSD I exam, compared to scores from 2016-17.
2 = Approaching standard	Scores indicate an increase of less than 5% in the number of students scoring 17 or higher (“clearly passing”) on the DSD I exam, compared to scores from 2016-17.
3 = Meets standard	Scores indicate an increase of 5-10% in the number of students scoring 17 or higher (“clearly passing”) on the DSD I exam, compared to scores from 2016-17.
4 = Exceeds standard	Scores indicate an increase of greater than 10% in the number of students scoring 17 or higher (“clearly passing”) on the DSD I exam, compared to scores from 2016-17.

SY2018**Rating: 1**

Comments/Evidence: In SY2018, 16 of 34 (47%) eighth graders met the “clearly passing” proficiency goal of 17. In SY2017, 27/33 (82%) students were writing at 17 or higher. TCGIS is investigating why fewer student met the “clearly passing” goal this year.

Note: The minimum passing score on the writing assessment is a raw score of 14. In SY2018, 21 of 34 (62%) of students passed at a minimum raw score of 14. In SY2017, 100% of students passed. TCGIS has already begun the process of determining why scores decreased and identifying strategies to improve writing proficiency.

Additional Related Information. TCGIS administers the SOPA (Student Oral Proficiency Assessment) in grade 2 with a target of 95% of all second graders performing at an intermediate level or higher for both listening and speaking. In SY2017, 100% of students met this goal. At the upper grades, the Deutsches Sprachdiplom is given to students – the A1 in grade 3, A2 in grade 5 and B1 in grade 8. In SY2017, the percentage of students who passed the test are as follows:

A1 Reading – 86%, A1 Writing – 94%, A1 Listening – 99% and A1 Speaking – 96%

A2 Reading – 100%, A2 Writing – 100%, A2 Listening – 100%, A2 Speaking – 100% and A2 Overall – 100%

B1 Reading – 100%, B1 Writing – 100%, B1 Listening – 100%, B1 Speaking – 100% and B1 Overall – 100%

SY2019**Rating: NA**

Comments/Evidence: Due to the timeline for assessment results (August 2019), this item will be not be scored in SY2019. The SY2019 should be provided in the SY19 Annual Report and will be used to score this item in SY2020.

SY2020**Rating: 2**

Comments/Evidence: SY19 data is summarized below:

45 of 49 8th graders took the exam

42 of 45 completed the exam

38 of 45 passed

4 of 45 did not pass (those who chose not to complete the exam are counted as failing for school data)

This represents an 84.4% passing rate. Previous year rates are listed below:

SY17 – 100%

SY18 – 62%

SY19 – 84%

25 of 45 clearly passed (average score of 17 or higher), which is 55.6%. This is an improvement over SY2018 performance (47%), but still well below the SY17 baseline score of 82%.

SY2021
Rating: 2

Comments/Evidence:

SY2020

44 of 48 8th graders took the exam
41 of 44 completed the exam
38 of 44 passed all 4 sections
25 of 44 clearly passed (average of 17 or higher)

This represents an 86.3% passing rate and a 56.8% clearly passing rate. While an improvement over SY17, it is still below the baseline of 82% in SY17.

SY2022
Rating: 2

Comments/Evidence: 2

39 of 47 8th graders took the exam
38 of 47 finished the exam 35 of 38 passed all 4 sections
32 of 38 clearly passed (average of 17 or higher)
This represents a 92.1% passing rate of those who attempted the DSDI
84.2% “clearly passing” rate.

SY17 – 100%
SY18 – 62%
SY19 – 84%
SY21 – 84.2%

As illustrated, the “clearly passing rate” remained steady from SY19 – SY21. St. Thomas and TCGIS are discussing ways to clarify/revise this indicator moving forward to better reflect students’ German language proficiency.

Source: Annual report

1.9 Annual Measurable Achievement Objectives (AMAO) (if applicable): If the school receives Title III funding, are students meeting the state-established expectations for English language learner (ELLs) academic progress?

1 = Does not meet standard School has not met state-established AMAOs in several categories for the last recorded school year

2 = Approaching standard	School has met state-established AMAOs in most categories for the last recorded school year
3 = Meets standard	School has met state-established AMAOs in all categories for the last recorded school year
4 = Exceeds standard	School has met state-established AMAOs in all categories for at least the last two recorded school years
SY2018	
Rating: NA	
Comments/Evidence: TCGIS does not receive Title III funds.	
SY2019	
Rating: NA	
Comments/Evidence: TCGIS does not receive Title III funds.	
SY2020	
Rating: NA	
Comments/Evidence: TCGIS does not receive Title III funds.	
SY2021	
Rating: NA	
Comments/Evidence: TCGIS does not receive Title III funds.	
SY2022	
Rating: NA	
Comments/Evidence: TCGIS does not receive Title III funds.	
Source: MDE website	

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

4 = Exceeds standard	NOT APPLICABLE
<p>SY2018 Rating: 3</p> <p>Comments/Evidence: TCGIS has 8 ELLS in SY2018 (1.4%). TCGIS has one EL teacher who is .2 FTE and provides most services through a pull-out model. The school provides targeted supports based the WIDA Screener Assessment until a student is exited from ELL services based on the Access 2.0 exam. TCGIS demonstrates an understanding of its legal obligations regarding ELLs and has a process in place for identifying ELLs.</p>	
<p>SY2019 Rating: 2</p> <p>Comments/Evidence: 12 English Learners are enrolled at TCGIS in SY2019 (2%). The school employs one .2 FTE EL teacher and provides support generally through a pull-out model. Per Quarterly Report 2 (pp. 1), TCGIS does not currently have an English Language Learner Instruction Education Plan. <i>Per the statute below, a plan is required. UST requests TCGIS move forward in developing a plan in alignment with statute. See the MN Department of Education’s guidance for details on the plan requirements.</i></p> <p><u>124D.61 GENERAL REQUIREMENTS FOR PROGRAMS.</u></p> <p>A district that enrolls one or more English learners must implement an educational program that includes at a minimum the following requirements:</p> <p>(2) a written plan of services that describes programming by English proficiency level made available to parents upon request. The plan must articulate the amount and scope of service offered to English learners through an educational program for English learners;</p>	
<p>SY2020 Rating: 2</p> <p>Comments/Evidence: In SY2020, TCGIS enrolled 13 English Learners. Until this spring, the school continued to operate without a English Language Learner Instruction Education Plan, stating in Quarterly Report 2 (pp. 1) that “due to the one-on-one nature of ELL instruction, curriculum is tailored to each student’s needs. No general English Language Learner Instruction Educational Program Plan exists at this time”. A plan was drafted this spring and shared with St. Thomas. St. Thomas encourages the school to review the plan and ensure that it meets state requirements.</p> <p>TCGIS employs one EL teacher at .2 FTE. Instruction and support is generally provided via pullout methods and some online resources.</p>	
<p>SY2021 Rating: 3</p> <p>Comments/Evidence: Due to the small number of EL students enrolled at TCGIS, the school takes a personalized approach to the program. Services are typically provided by the .2 EL teacher using a pull-out structure. The school has an EL Curriculum Plan and an English Language Learner Program Plan (as required by the state). See Quarterly Report 2 (pp. 1).</p>	

SY2022

Rating: 3

Comments/Evidence: TCGIS enrolled 16 English Learners in SY21. As shared in Quarterly Report 2, the school uses its ELL Instruction Educational Program Plan as a framework for providing services, but due to the 1 on 1 nature of the program instruction is personalized based on student needs. Most services are pull-out in collaboration with classroom teachers. Generally, after 405 years of academic language support and a year of monitoring most ELL students show ACCESS results that qualify them to be exited from services.

Source: UST site visits, Reference ELL Packet, Formalized complaints at MDE, or Critical Elements review (SP-1), Quarterly Report 2 (pp1)

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

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

SY2018

Rating: 3

Comments/Evidence: In SY2018, 63 students at TCGIS have active IEPs (11%). The school established systems to identify students with special needs, which includes a School-Wide Support Team. The school demonstrates an understanding of its legal responsibilities and a commitment to supporting the learning of all students. TCGIS employs 4.2 FTE Special Education Teachers (licensed in SLB/EBD, ABS, SLD and DCD) and 14 paraprofessionals. The school also has an in-house Speech Language Pathologist and contract for occupational therapy and a school nurse. The school has a contracted Special Education Director and a Director of Student Support who oversee special education identification, programming, services and due process. The continuum of services offered by TCGIS is responsive to students' IEPs. Examples of models include:

- Inclusive accommodations
- Small group academic targeted instruction
- One-on-one supports

- Inclusive targeted instruction

A search of the MDE database found no complaints.

SY2019

Rating: 3

Comments/Evidence: In SY2019, 71 students at TCGIS receive special education services (12.1%). The Special Education team is overseen by a contracted Special Education Director and a portion of the Director of Student Support. The school employs 4.2 FTE Special Education Teachers (whose licensure areas include SLD/EBD, ABS, ABS, SLD, and DCD) and 14 paraprofessionals. Additionally, TCGIS has one in-house Speech Language Pathologist at .85 FTE and and contracts 0.2 FTE The school contracts with Integrative OT, LLC for 1.0 Occupational Therapist and through MYNA for Licensed School Nurse services.

The school has a process for identifying students with support needs and delivers services through a variety of methods based on students' IEPs, including inclusive accommodations with EA support, small group academic targeted instruction, one-on-one supports, and inclusive targeted instruction.

SY2020

Rating: 2

Comments/Evidence: Special Education was an area of transition for TCGIS in SY20. With the departure of the Director of Student Support leaving, the school decided to contract out for services for the year while determining how best to proceed. In addition to feedback that points to some general program disorganization (i.e. improper distribution of a student roster and issues with case manager assignments), three complaints were received regarding Special Education. The first was a complaint reviewed by the state, which found TCGIS in violation of three items related to identifying students with special needs (from SY2019). The second complaint relates to denied of accommodations that was filed with MDE. At the time of this evaluation, no decision has been posted.

The third complaint, while not elevated to an MDE inquiry, related the school selectively excluding primarily SPED students from non state-mandated testing (DSD1). ***This practice/policy is area of concern and continued discussion between TCGIS and St. Thomas to determine whether it is allowable and, if it is, identifying best practice resources moving forward that include clear communication methods with families and the authorizer.***

SY2021

Rating: 3

Comments/Evidence: TCGIS chose to contract with creatively focused in SY21 for both the special education director and special education coordinator. The school employs 5 FT special education teachers and 15.5 paraprofessionals. The school contracts for occupational therapy, nursing, speech, behavior specialist teacher and paraprofessional coach. The school spent the year tightening up systems and processes, addressing issues raised in the complaints from previous years and determining the best staffing structure to ensure high quality instruction and services moving forward.

SY2022

Rating: 3

Comments/Evidence: TCGIS continues to contract with Creatively Focused to manage the Special Education Program. The program is staffed by 4.8 FTE Special Education Teachers with licensure in EBD, SLD, ASD and ABS. There are 14 Education Assistants, a 1.0 contracted Speech Language Pathologist, and a 1.0 Occupational Therapist.

Services are prescribed on an individualized and responsive case-by-case basis. Various models established by IEP Team include (but are not limited to): inclusive accommodations with EA support, small group academic targeted instruction, one-on-one support, and inclusive targeted instruction.

TCGIS has implemented a special education advisory council to provide parents of children with special needs an opportunity for increased involvement in policy and decision making. The council is a subgroup of the board.

In order to increase the involvement of parents of children with disabilities in district policy making and decision making, Twin Cities German Immersion School has a special education advisory council. The committee is open to all parents and provides a forum to address special education concerns as well as dialogue about education strategies and student successes.

A search of the MDE complaint database found no complaints. St. Thomas did not receive any complaints in SY2021 or to date in SY2022.

Source: UST site visits, Reference: special education investigation search on MDE website and special education training materials; Special education director interview, Quarterly Report 2 (pp1-2)

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

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

SY2018

Rating: 3.5

Comments/Evidence: TCGIS mission is to provide an innovative education of the whole child through German immersion and the school continues to stay true to this focus. Examples of mission alignment include:

- Observations showed students actively and enthusiastically engaged in learning;
- Activities such as assemblies to honor and celebrate student accomplishments are incorporated into the school schedule;
- Strong student performance on state tests as well as German proficiency exams;
- Students and parents reported that the academics were challenging with support provided as needed;
- Students shared that they understand and appreciate cultural difference based not only on classroom lessons, but also through culturally-influenced approaches to classroom management and instruction;
- Eighth grade students have an opportunity to travel to Germany through the Capstone Program;
- Exchange student group from Borghorst, Germany was hosted for four year in a row;
- Monthly “Kaffeeklatch” to welcome families into the school and observe German language class circle conversations;
- 10 native speakers from Germany, Austria, Switzerland and Italy serve as classroom assistants (9 interns and 1 trainee); and
- Rebuilding of the intern program.

SY2019

Rating: 3.5

Comments/Evidence: TCGIS vision is for students to have an openness to the world, seeing and hearing others. The school strives to attain this vision by providing an innovative education of the whole child through German Immersion. The school is intentional about implementing practices that forward the vision and mission such as:

- Intern program, which brings European teachers to classrooms.
- Capstone project, which pairs each 8th grader with a partner students in Germany. The German students visit MN and the TCGIS students visit Germany.
- Community listening sessions, where stakeholders were able to share their views of topics including the facility and curriculum.
- TCGIS History Day program, which encourages students to build problem-solving, research and writing skills.

SY2020

Rating: 3.5

Comments/Evidence: TCGIS strives to provide a rigorous academic experience through German Immersion and a focus on the whole student. This occurs through a variety of intentional strategies including looping 1st and 2nd graders, advisory for 5-8th graders, and PBIS in addition to the rich array of language and cultural experiences available to students.

SY2021

Rating: 3.5

Comments/Evidence: TCGIS does an excellent job of summarizing the programming and practices that distinguish the school and forward the school’s mission and vision. Examples include:

- A multitude of partnerships with German schools that allow for teacher and student exchanges;
- The completion of a large scale renovation and facility expansion;
- The development of a new strategic plan “Vision 2025” with a focus on moving the school from a phase of growth to strength and stability; and
- The school implemented a well thought out and accessible platform for distance and hybrid learning.

As the school moves forward, further data on whether students are mastering the German language would support mission attainment.

SY2022

Rating: 4

Comments/Evidence: TCGIS continues to demonstrate a commitment to the three pillars of their mission statement – innovative education, whole child, and German immersion as well as the core values. As illustrated in the last four reviews, this is evidenced in many ways. For example:

- Stakeholder groups demonstrated knowledge and a commitment to the mission and core values during interviews and conversations. This was also evident not just in conversations with the leadership team and board, but on the classroom walls, hallways and in interactions the St. Thomas had with students and teachers.
- Classroom observations showed students speaking in German, or in cases in which students spoke in German, teachers responded in German.
- Teachers shared that tools are provided to help maintain the immersion environment.
- Parents reported that they value the immersion programming and have observed their children using the language on their own with native speakers.
- The intern program as well as the capstone project are returning after a hiatus due to the pandemic.
- TCGIS has developed strong partnerships to bring as many native or near native teachers to the classrooms.
- Students reported that teachers and the school have high expectations. Students were active and engaged in many observed classes.
- TCGIS has restructure the leadership team with a strong academic lens. The team and PLCs are using data to make improvements to the academic program. The whole school has worked tirelessly to support each other during the pandemic.
- TCGIS has implemented programing such as on-site Covid testing and vaccine clinics.

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

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

1 = Does not meet standard	The school was ranked below the 60 th percentile for graduation and did not meet its AYP target for graduation.
2 = Approaching standard	The school was in the 60-89.9 th percentile for graduation and did not meet its AYP target for graduation.
3 = Meets standard	The school was in the 90-94.9 th percentile for graduation and/or the school met its AYP target for graduation.
4 = Exceeds standard	The school was in the 95 th percentile or above and met its AYP target for graduation.
SY2018	
Rating: NA	
Comments/Evidence: TCGIS does not serve high school students.	
SY2019	
Rating: NA	
Comments/Evidence: TCGIS does not serve high school students.	
SY2020	
Rating: NA	
Comments/Evidence: TCGIS does not serve high school students.	
SY2021	
Rating: NA	
Comments/Evidence: TCGIS does not serve high school students.	
SY2022	
Rating: NA	
Comments/Evidence: TCGIS does not serve high school students.	
Source: MDE Website	

1.14 Does the school meet or exceed the attendance rate goal for Adequate Yearly Progress?	
1 = Does not meet standard	The attendance rate is less than 85 percent
2 = Approaching standard	The attendance rate is between 85 and 89.9 percent
3 = Meets standard	The attendance rate is 90-94.9 percent OR improves by at least 0.1 percent over the previous year
4 = Exceeds standard	The attendance rate is more than 95 percent

<p>SY2018 Rating: 4</p> <p>SY2018 – 96.4% SY2017 – 96.1% SY2016 – 95.2% SY2015 – 96.6% SY2014 – 96.8% SY2013 – 96.35</p> <p>Comments/Evidence: Per TCGIS MARSS District ADM Served Report for SY2017-18, the attendance rate was 96.4%. This is up slightly from the previous year’s rate of 96.1%. As the annual attendance rate listing above shows, TCGIS has consistently maintained an attendance rate that is more than 95%.</p>
<p>SY2019 Rating: 4</p> <p>Comments/Evidence: MDE now measures consistent attendance, which is the percentage of students attending 90% of the time or more. In SY18, 95.7% of TCGIS consistently attended school.</p>
<p>SY2020 Rating: 4</p> <p>Comments/Evidence: TCGIS’s consistent attendance rate is 96.5%, which is well above the state average of 85.4%.</p>
<p>SY2021 Rating: 4</p> <p>Comments/Evidence: TCGIS’s consistent attendance rate for SY20 was 95.3%.</p>
<p>SY2022 Rating: 4</p> <p>Comments/Evidence: SY2021 consistent attendance per MDE was 95.3%.</p>
<p>Source: Annual reports, MDE website (data downloads)</p>

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

<p>2.1 Does the school provide financial materials to UST and its board at least three days prior to charter school board meetings? (Note: financial materials must include the check register, cash flow sheet, enrollment report, and income and expense report, at a minimum).</p>	
1 = Does not meet standard	Financial materials are not submitted on time and are incomplete
2 = Approaching standard	Financial materials are frequently submitted on time (more than 75% of the time) but often incomplete. Or the reports are usually complete but are not submitted on time (less than 75% of the time).
3 = Meets standard	Financial materials are submitted on time (75% or more of the time) and complete
4 = Exceeds standard	NOT APPLICABLE
<p>SY2018 Rating: 3</p> <p>Comments/Evidence: TCGIS provides UST with a full board packet that includes financial materials prepared by BerganKDV in a timely manner prior to each board meeting.</p>	
<p>SY2019 Rating: 3</p> <p>Comments/Evidence: TCGIS provides UST with a full board packet that includes financial materials prepared by BerganKDV in a timely manner prior to each board meeting.</p>	
<p>SY2020 Rating: 3</p> <p>Comments/Evidence: As in past years, TCGIS provides St. Thomas with financial materials as part of the monthly board meeting packet. These materials are prepared by the school’s financial services provider and reviewed by the Finance Committee as well.</p>	
<p>SY2021 Rating: 3</p> <p>Comments/Evidence: TCGIS continues to be diligent in providing board packets at least three days prior to the board meetings. The board packets include financial information.</p>	
<p>SY2022 Rating: 3</p> <p>Comments/Evidence: Over the course of the contract period, TCGIS consistently provides St. Thomas with board packets that include financial information.</p>	
<p>Source: Monthly board packets</p>	

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

1 = Does not meet standard	The school has no active finance committee
2 = Approaching standard	The school’s finance committee meets only as needed and only to review financials and/or the finance committee does not report its findings to the full board.
3 = Meets standard	The finance committee meets monthly, examines financial statements, and provides a thorough report of its findings to the full board.
4 = Exceeds standard	The finance committee meets at least monthly and examines financial statements, as well as short and long-range financial issues. Thorough reports of findings are provided to the board.

SY2018
Rating: 4

Comments/Evidence: TCGIS has an active finance committee that meets monthly and provides regular reports to the board. The chair of the committee has both finance and legal expertise. The role of the committee is defined in the school’s bylaws. With the exploration of facility renovation and/or expansion, the finance committee has become even further engaged particularly with long-range planning, studying the feasibility of various options and preparing for a potential bonding process during summer SY2018.

SY2019
Rating: 4

Comments/Evidence: TCGIS’s finance committee continues meets monthly and has been very active over the last year due to the bonding process and facility expansion plans. The board treasurer and finance committee chair has both finance and legal experience.

SY2020
Rating: 4

Comments/Evidence: TCGIS’s finance and facilities committee meets monthly. The committee is charged with making recommendations for allocation resources, reviewing financial performance and meeting facility needs.

SY2021
Rating: 4

Comments/Evidence: TCGIS has a finance committee that reflects consistency over multiple years. The school has also engaged the same financial services provider for over eight years. The committee continues to meet monthly to review financials and drive the budgeting process.

SY2022
Rating: 4

Comments/Evidence: Over the course of the contract period, TCGIS has maintained an active finance committee and a consistent financial services provider. The committee is comprised of the finance chair, director, financial services provider and 2-3 parents. Financials are presented by the committee and discussed at monthly board meetings.

Source: Monthly board packets; Site visits

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

1 = Does not meet standard	Three or more board members are out of compliance
2 = Approaching standard	Two or fewer board members are out of compliance
3 = Meets standard	All board members meet financial management training requirements
4 = Exceeds standard	All board members meet financial management training requirements and exhibit working knowledge of the school’s financials

SY2018

Rating: 3.5

Comments/Evidence: All currently seated board members meet the financial management training requirements. In addition, board meeting observation highlighted a detailed examination of the school’s financial statements as well as dialogue about the financial impact of other agenda items. Conversations with board members indicate a comfort level in asking questions and a commitment to the school’s financial health.

SY2019

Rating: 2

Comments/Evidence: At present, one new board member is out of compliance for not completing the first of the three initial trainings within six months of being seated (January 2019).

SY2020

Rating: 3

Comments/Evidence: At the time of the evaluation, all board members were in compliance with the financial management training requirements.

SY2021

Rating: 3

Comments/Evidence: At the time of the evaluation, all board members were in compliance with the financial management training requirements.

SY2022

Rating: 3

Comments/Evidence: At the time of the evaluation, all board members were in compliance with the financial management training requirements.

Source: Monthly board packets, UST site visits, MN Stat.124E.07; Statement of compliance sheet

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

1 = Does not meet standard	The school board does not have a fund balance policy
2 = Approaching standard	The school board has a fund balance policy but it does not include established goals over time
3 = Meets standard	The school board has a fund balance policy including goals over time
4 = Exceeds standard	The board's fund balance policy includes goals over time and considers potential cash flow concerns with variability of revenue streams.

SY2018

Rating: 3

Comments/Evidence: TCGIS has a fund balance policy, which sets a goal of maintaining 20-25%. This policy was updated in August 30, 2017.

SY2019

Rating: 3

Comments/Evidence: TCGIS's fund balance policy remains the same as last year.

SY2020

Rating: 3

Comments/Evidence: TCGIS continues to operate under the same fund balance policy.

SY2021

Rating: 3

Comments/Evidence: TCGIS's fund balance policy is #714 and remains the same as previous years.

SY2022

Rating: 3

Comments/Evidence: Over the course of the contract, TCGIS has maintained a fund balance policy that establishes a target fund balance of 20-25%.

Source: Monthly board packets; Board policy manual, Policy 714, Quarterly Report 2

2.5 Has the school successfully completed an annual audit?

1 = Does not meet standard	Audit is not completed or submitted on time to UST and the state
2 = Approaching standard	NOT APPLICABLE
3 = Meets standard	Audit is completed on time and submitted to UST and the state
4 = Exceeds standard	NOT APPLICABLE

SY2018

Rating: 3

Comments/Evidence: TCGIS completed and submitted its audit on time to MDE and UST.

SY2019

Rating: 3

Comments/Evidence: TCGIS completed and submitted the FY18 audit on time.

SY2020

Rating: 3

Comments/Evidence: The school consistently completes and submits their annual audit on time.

SY2021

Rating: 3

Comments/Evidence: TCGIS completed the annual audit for SY20 on time. It was submitted in a timely manner as well.

SY2022

Rating: 3

Comments/Evidence: Over the course of the contract, TCGIS has completed and submitted all audits on-time. ABDO Eik & Meyer completed the FY2021 audit.

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

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

1 = Does not meet standard	The audit is not “clean” OR has at least one of the following: (1) a material weakness on internal controls, (2) a finding on compliance with state law, or (3) three or more other findings
2 = Approaching standard	The audit has two findings, other than internal controls or compliance, but is considered “clean”

3 = Meets standard	The audit is “clean” and has one finding, other than internal controls or compliance
4 = Exceeds standard	The audit has no findings and is “clean”
SY2018	
Rating: 4	
Comments/Evidence: TCGIS for SY2017 was clean with no findings.	
SY2019	
Rating: 4	
Comments/Evidence: TCGIS’s FY18 audit was clean with no findings.	
SY2020	
Rating: 4	
Comments/Evidence: TCGIS’s audit was completed by Abdo, Eick & Meyers, LLP. The audit was clean with no findings.	
SY2021	
Rating: 4	
Comments/Evidence: The SY2020 audit was clean with no findings.	
SY2022	
Rating: 4	
Comments/Evidence: The FY2021 audit was clean with not major findings (see FY21 audit). Per the finance interview, one minor issue was found in the bank categorization of the PPE loan - the bank did not show that the dollars were protected. TCGIS contacted the bank and fixed the issue.	
Source: Annual financial audit, Finance interview	

2.7 Does the school establish and maintain a balanced budget (i.e. the budget is approved before June 30; includes a cash flow projection for the year; is based on realistic enrollment figures; and meets established fund balance policy goals)?	
1 = Does not meet standard	A budget is not approved by June 30; the budget is not adequately detailed; no cash flow projection is established; lower than expected enrollment requires significant budget adjustments; or the budget does not meet the fund balance policy goals set forth by the board.
2 = Approaching standard	A detailed budget is approved before June 30 but may not include a cash flow projection for the year; established budget may require adjustment due to lower than expected enrollment; budget meets the fund balance policy goals set forth by the board.

3 = Meets standard	The detailed budget is approved before June 30 and includes a cash flow projection for the year; established budget is based on realistic enrollment; and meets the fund balance policy goals set forth by the board.
4 = Exceeds standard	A detailed budget is approved by June 30, includes a cash flow projection, budget is based on conservative enrollment figures, and the budget meets the fund balance policy goals set forth by the board.
<p>SY2018 Rating: 4</p> <p>Comments/Evidence: With the support of the school’s financial services provider, TCGIS appears to apply a conservative approach to budgeting that is based on data-driven enrollment projections, is in line with the fund balance policy and meets the June 30 deadline. The finance committee and Board revisit the budget regularly and make adjustments as needed. In SY2018, enrollment figures exceeded projections.</p>	
<p>SY2019 Rating: 4</p> <p>Comments/Evidence: While TCGIS experienced a few financial challenges (e.g. loss of the BPLK teachers, increased bussing costs, legal costs related to the facility, increased sub costs due to licensure changes impacting European teachers), the school with support from their financial services provide adjusts accordingly. The school continues to employ a data-driven, conservative budgeting approach. With plans for expansion, the finance committee has been highly active and has long-term budget projects for multiple scenarios.</p>	
<p>SY2020 Rating: 3</p> <p>Comments/Evidence: As noted above, TCGIS has an active finance committee that works with school leadership and the financial services provider to develop the annual budget. Due to enrollment challenges, the FY20 budget saw a notable loss in revenue. While small cuts were made, ultimately, the administration decided to raise enrollment in each Kindergarten and first grade class by one student (25 students). This allowed the school to maintain its budget obligations.</p>	
<p>SY2021 Rating: 3</p> <p>Comments/Evidence: The school experienced an enrollment shortfall of about 20 students in SY21 due to the pandemic, Federal Cares money, PPL loan forgiveness and budget cuts helped mitigate revenue shortfalls. The finance committee employs a conservative budgeting approach; monitoring the budget closely throughout the year and making adjustments as needed.</p>	
<p>SY2022 Rating: 4</p> <p>Comments/Evidence: Over the course of the contract, TCGIS has employed a well-established and conservative approach to budgeting. They finance committee, school leadership, financial services provider</p>	

and board monitor the budget closely and make adjustments as needed. In FY21, the budget was originally set at 602 ADM and later revised to 580 ADM. The final ADM for the year was 578. The school had an average of 106 days cash on hand, which well exceeds the required 60 days established in the bond covenants. The school also maintains a strong bund balances as illustrated in 2.8.

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

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

1 = Does not meet standard	The school's fund balance is less than 10% of annual expenditures.
2 = Approaching standard	The school's fund balance is between 10-15.9% of annual expenditures.
3 = Meets standard	The school's fund balance is between 16-20% of annual expenditures.
4 = Exceeds standard	The school's fund balance is more than 20% of annual expenditures.

SY2018
Rating: 4

Comments/Evidence: TCGIS SY2017 showed a 24.7% fund balance.

SY2019
Rating: 4

Comments/Evidence: TCGIS's FY18 Audit documents a fund balance of 26.4%

SY2020
Rating: 4

Comments/Evidence: Per the FY19 Audit, the school's fund balance was 23.8%.

SY2021
Rating: 4

Comments/Evidence: The school ended SY20 with a fund balance of 1,575,675 (21.7%). This falls within the range identified in the school's fund balance policy.

SY2022
Rating: 4

Comments/Evidence: The school ended SY20 with a fund balance of 37% (2,680,474). The school has a plan to spend down this fund balance (without compromising their bonding) by investing 100,000 – 200,000 for facility improvements.

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

SECTION 3: Is the organization effective and well run?

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

1 = Does not meet standard	Three or more board members are out of compliance
2 = Approaching standard	Two or fewer board members are out of compliance
3 = Meets standard	All board members meet training requirements
4 = Exceeds standard	All board members meet training requirements and exhibit working knowledge of board roles and responsibilities, governance, and employment practices.

SY2018

Rating: 3.5

Comments/Evidence: As highlighted in 2.3 above, all currently seated board members statutory training requirements both the initial three trainings as well as ongoing training. Based observation and conversation, it appears that the TCGIS board is high functioning with well-run, effective meetings and members who understand their role and have a positive relationships with the school’s leadership team.

SY2019

Rating: 2

Comments/Evidence: Currently all seated board members but one the statutory training requirements for the initial three trainings. *Mr. Tabisz should have completed one of the three initial trainings by January 2019 (6 months after being seated).* At the time of this evaluation, no board members had completed the ongoing training for SY2019.

SY2020

Rating: 3

Comments/Evidence: At the time of the evaluation, all Board members were in compliance with training requirement – both the initial three required trainings and the ongoing training. During SY2020, two Board retreats were held and a number of members attended Charter School Advocacy training as well.

SY2021

Rating: 3

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

SY2022

Rating: 4

Comments/Evidence: Over the course of the contract, the TCGIS Board has demonstrated a commitment to not only ensuring new board members complete the three initial trainings, but also identifying areas that are relevant to the school's current context for ongoing training. Board members demonstrate an understanding to their roles and a commitment to upholding these responsibilities. At the time of this evaluation, all Board member were in compliance with initial and ongoing trainings for SY2022.

Source: Monthly board packets, UST site visits, MN Stat 124E.07, Statement of compliance sheet

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

1 = Does not meet standard	At least some board members do not understand the role of the board. Board policies and practices are not transparent or not present. Board meetings often address issues not central to the role of the board. The board does not utilize nonprofit governance best practices and does not understand its role or that of the school leader.
2 = Approaching standard	Some board members, but not all, exhibit understanding of their roles as board members. Board policies and practices are not always transparent and/or are not fully developed. The board inconsistently utilizes nonprofit governance best practices and the board as a whole struggles to understand its role compared with that of the school leader.
3 = Meets standard	Most board members exhibit understanding of their roles as members. The board policies and practices are transparent and utilize nonprofit governance best practices. The board has some systems in place to address challenges and maximize effectiveness of the board, including a recruitment process and orientation plan for new members. The board occasionally reviews its role during board meetings to ensure the board and school leader understand their responsibilities.
4 = Exceeds standard	Board policies and practices are transparent, utilize nonprofit governance best practices, and have systems in place to address challenges and maximize the effectiveness of the board on a variety of levels. Comprehensive recruitment and orientation plans exist and are consistently implemented. The board continuously reviews its role during board meetings to ensure the board, the school leader, and staff understand their responsibilities.

SY2018

Rating: 3.5

Comments/Evidence: Based on observations, interviews and review of board materials, the TCGIS Board appears to be high functioning and implementing many effective governance practices. Board members along with the Executive Director and staff demonstrate an understanding of their roles.

SY2019

Rating: 3.5

Comments/Evidence: Feedback, observations and material review indicate that the TCGIS Board continues to be high functioning and implementing many effective governance practices. Board members along with the Executive Director and staff demonstrate an understanding of their roles. The board has demonstrated a commitment to communication, due diligence and informed discussion particularly as it relates to the ongoing space challenges and facility decision.

SY2020

Rating: 3.5

Comments/Evidence: The TCGIS board continues to be well functioning. The board appears committed to transparency and communication. Members demonstrate an understanding of the board versus school leadership roles.

SY2021

Rating: 4

Comments/Evidence: TCGIS continues to be led by a highly functioning and well-prepared board. The board engages in many effective governance practices and recently completed in a thorough strategic planning process. The board also successfully completed an Executive Director search this spring. Observations and conversations with board members and school leadership demonstrate an understanding of roles.

SY2022

Rating: 4

Comments/Evidence: Over the course of the contract, the TCGIS board has successfully led the school through several large-scale endeavors including a highly public facility expansion, the development of a new strategic plan and a national search for a new director. Observations and conversations indicate that the Board has policies and practices in place that facilitate the effective fulfillment of their responsibilities. The Board strives to operate with a high level of transparency also, employs numerous best practices such as annual self-evaluations, strategic planning, dashboards to track key data points and progress towards goals, new board member orientation and relevant ongoing training. Board meetings are well run with robust discussion and engagement.

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

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

1 = Does not meet standard The board does not complete a board self-evaluation annually.

2 = Approaching standard	The board has a self-evaluation policy, but does not complete the review in a timely manner.
3 = Meets standard	The board completes a thorough self-evaluation by March of each year.
4 = Exceeds standard	The board completes a self-evaluation by March of each year and utilizes the results to review and improve the effectiveness of board practices, policies, and bylaws.
<p>SY2018 Rating: 3</p> <p>Comments/Evidence: TCGIS completes a board self-evaluation in the Spring. The evaluation is organized into three categories – Duty of Care, Duty of Loyalty and Duty of Obedience – and asks questions related to execution of meetings, mission and goal attainment, communication, and policy. The evaluation also asks each member to create a Self Improvement Plan that includes at least one strategy for self-improvement in each of the three areas.</p>	
<p>SY2019 Rating: 2</p> <p>Comments/Evidence: The TCGIS Board typically completes an annual self-evaluation. However, in SY2019, the Board’s capacity was directed towards the building project and a self-evaluation was not completed.</p>	
<p>SY2020 Rating: 3</p> <p>Comments/Evidence: The board resumed its annual self-evaluation practice, reviewing the results at the April 2020 board meeting. The chair also emailed a summary of the results to St. Thomas.</p>	
<p>SY2021 Rating: 3</p> <p>Comments/Evidence: TCGIS has a documented process for conducting the annual evaluation, which lays out steps and timelines (attached to Quarterly Report 3). The process typically occurs in March and April. Data is shared and discussed at a board meeting and used to strengthen practices.</p>	
<p>SY2022 Rating: 3</p> <p>Comments/Evidence: Over the course of the contract, TCGIS has implemented an annual evaluation each spring. At the time of this report, the SY2022 board evaluation has not yet been conducted, but the school is on track to complete it as in years past.</p>	
<p>Source: Board minutes, Interview with board chair</p>	

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

1 = Does not meet standard	The governance model is not clear in the bylaws, the governance model does not meet the requirements laid out in MN Stat. 124E, or the board does not meet its governance model as laid out in the bylaws. The board membership does not include individuals with expertise in school finance and nonprofit governance
2 = Approaching standard	The governance model is clearly outlined in the school’s bylaws and meets the requirements of MN Stat. 124E but board membership does not include individuals with expertise in school finance and nonprofit governance
3 = Meets standard	The governance model is clearly outlined in the school’s bylaws and meets the requirements of MN Stat. 124E, and board membership includes individuals with expertise in school finance and nonprofit governance
4 = Exceeds standard	The governance model is clearly outlined in the school’s bylaws and meets the requirements of MN Stat. 124E, and board membership includes individuals with expertise in school finance and nonprofit governance. The governance model and membership clearly reflect the needs of the charter school community.

SY2018
Rating: 3

Comments/Evidence: The Board includes 9 individuals (7 parents, 1 teacher and 1 community member). Board members serve three year staggered terms. This is aligned with the bylaws, which state that the board will consist of 5 – 11 members with 9 being the target. Board members bring a range of expertise including: finance, governance, legal, business, German language and culture, facilities, and education.

SY2019
Rating: 3

Comments/Evidence: TCGIS bylaws state that the board will consist of 5 – 11 members with 9 being the target. The SY2019 includes 5 parents, 2 community members and 1 teacher. Board members bring a range of expertise including: finance, governance, legal, business, German language and culture, facilities, and education.

SY2020
Rating: 3

Comments/Evidence: TCGIS bylaws describe the board as a parent-majority. The SY20 Board consisted of 7 parents, 2 teachers and 2 community members.

SY2021

Rating: 3

Comments/Evidence: The SY2021 board is a parent-majority board with seven parents, two teachers and two community members.

SY2022

Rating: 3

Comments/Evidence: Over the course of the contract, the Board composition has aligned with the bylaws. The Board is currently in the process of revising the bylaws to provide further specificity regarding composition beyond the parent majority and statute specified requirements.

Source: Board bylaws, MN Stat. 124E.07, Board minutes or interviews with board members, **Quarterly Reports (Board Information Template)**

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

1 = Does not meet standard	The board has shown no evidence of engaging in strategic planning during the recent contract period or within the last five years
2 = Approaching standard	The board has engaged in strategic planning; however, the plan has not been utilized by the board or school leadership
3 = Meets standard	The board has engaged in strategic planning and the school actively utilizes the strategic direction set by the board
4 = Exceeds standard	The board has engaged in strategic planning and the school actively utilizes the strategic direction set by the board. The board uses the strategic plan to evaluate itself, the school program, and school leadership.

SY2018

Rating: 4

Comments/Evidence: TCGIS unveiled the schools updated mission, vision and values in the fall of 2016 and is currently working on a new strategic plan (the previous plan was created in SY2012 and updated in SY2014).

SY2019

Rating: 4

Comments/Evidence: The TCGIS board held a retreat in June 2018 to continue its strategic planning process (per Annual Report pp. 12 and Appendix C). The outcome of the retreat was a set of goals for SY19. As noted above, the Executive Director’s goals area also directly tied to focus areas in the Strategic Plan annually.

SY2020**Rating: 4**

Comments/Evidence: At the annual retreat, the TCGIS board approved goals for SY20. The goals focus on transition from continuous growth to stability, attracting and retaining excellent talent, communicating the school's message, increasing student and staff diversity, finalizing the K-8 plan and fundraising. The goals were developed in collaboration with the administrative team and reflect feedback from all stakeholder groups. Each goal has a corresponding set of deliverables.

SY2021**Rating: 4**

Comments/Evidence: The TCGIS recently completed Vision 2025, which establish a plan for moving the school from a phase of growth to strength and stability.

SY2022**Rating: 4**

Comments/Evidence: Over the course of the contract, the Board has engaged in regular strategic planning and actively uses the strategic plan to guide the school. Progress is tracked and presented against the established goals.

Source: Board minutes, annual report, strategic plan

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

1 = Does not meet standard	The board does not annually evaluate its school leader and CMO/EMO partners (if applicable).
2 = Approaching standard	The board annually evaluates the school leader and CMO/EMO partners (if applicable); however, the evaluation is not comprehensive.
3 = Meets standard	The board annually evaluates the school leader and CMO/EMO partners (if applicable) using a comprehensive evaluation document and procedures. The board uses this evaluation to determine employment and salary for the director and the status of its relationship with CMO/EMO partners.
4 = Exceeds standard	The board annually evaluates the school leader and CMO/EMO partners (if applicable) using a comprehensive evaluation document and procedures. The board uses this evaluation to determine employment and salary for the director and the status of its relationship with CMO/EMO partners. The board sets goals for the director/CMO/EMO based on the results of the evaluation.

SY2018

Rating: 3.5

Comments/Evidence: TCGIS has an established policy (304: Executive Director Review Policy) that defines the purpose and process by which the Executive Director will be evaluated. The focus is on recognizing effective management, encouraging improved performance, communicating Board expectations, generating mutual understanding and to facilitating the process of planning to meet future needs of the District. Evaluation will focus on the degree to which goals and objectives have been attained, the extent to which the responsibilities outlined have been properly discharged, and the manner in which duties were conducted.

The annual evaluation process is led by the Administrative Liaison Committee and guided by a documented review process. Based on the current review, the Board decided to offer the Executive Director an additional two-year offer.

SY2019

Rating: 3.5

Comments/Evidence: TCGIS has an established policy (304: Executive Director Review Policy) that defines the purpose and process by which the Executive Director will be evaluated. The Administrative Liaison Committee leads this process.

SY2020

Rating: 3.5

Comments/Evidence: TCGIS continues to implement the review process set forth in policy 304.

SY2021

Rating: 3

Comments/Evidence: TCGIS completes an annual evaluation of the director as established in policy 304. With the resignation of the director effective at the end of the school year, the board engaged in a search process this spring for a new director.

SY2022

Rating: 3

Comments/Evidence: Over the course of the contract, the TCGIS has utilized policy 304 to evaluate the director. The evaluation is a tool to establish annual goals for the director as well. The school successfully hired a new director for SY2022 and will employ the process this spring.

Source: Director evaluation, board minutes, interview with board chair, Quarterly Report 3, Policies

3.7 Does the school board have a board-approved professional development plan for the director (if applicable as required by *Minnesota Statutes 2015, 124E.07*)

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.
<p>SY2018 Rating: 4</p> <p>Comments/Evidence: The Executive Director holds a Minnesota K-12 Professional Administration license and, therefore, is not required to have a professional development plan. However, the Executive Director has been in a formal coaching relationships with a current superintendent over the course of SY2018. The coaching includes meeting every other month and frequent phone conversations.</p>	
<p>SY2019 Rating: 4</p> <p>Comments/Evidence: The Executive Director holds a Minnesota K-12 Professional Administration license and, therefore, is not required to have a professional development plan. The Director has a set of annual goals, both individual and school-wide, that includes focus areas within the strategic plan.</p>	
<p>SY2020 Rating: 4</p> <p>Comments/Evidence: The Executive Director holds a Minnesota K-12 Professional Administration license and, therefore, is not required to have a professional development plan.</p>	
<p>SY2021 Rating: 4</p> <p>Comments/Evidence: As noted previously, the current director is licensed. As such, a development plan is not required.</p>	
<p>SY2022 Rating: 4</p> <p>Comments/Evidence: TCGIS hired a new director who does not currently hold a Minnesota administrative license. The Board worked with the incoming director to establish goals and a professional development plan to support attainment of the goals. The plan includes a leadership coach and completion of the Minnesota Principal Academy through the University of Minnesota.</p>	
<p>Source: Board professional development plan, board minutes, director evaluation, Annual Report (pp. 16 and Attachment E)</p>	

3.8 Does the board keep a board governance binder that includes bylaws, policies, board committee minutes and board packets?

1 = Does not meet standard	The board does not keep a board governance binder.
2 = Approaching standard	The board governance binder is not complete.
3 = Meets standard	The board governance binder is regularly updated and well-organized.
4 = Exceeds standard	The board governance binder is regularly updated, well-organized, and utilized by the board. The binder is present at board meetings and referenced as needed.

SY2018

Rating: 3

Comments/Evidence: As confirmed in Quarterly Report 2 (pp. 4), TCGIS maintains an up-to-date board binder in the school’s Front Office. Web checks confirm that the school’s website is also compliant.

SY2019

Rating: 3

Comments/Evidence: TCGIS maintains an up-to-date board binder in the school’s Front Office. Web checks confirm that the school’s website is also compliant.

SY2020

Rating: 3

Comments/Evidence: TCGIS maintains an up-to-date board binder in the school’s Front Office. Web checks confirm that the school’s website is also compliant.

SY2021

Rating: 3

Comments/Evidence: The school continues to maintain an up-to-date board binder in the front office (room 203). Web checks confirm the school’s website is also compliant.

SY2022

Rating: 3

Comments/Evidence: Over the course of the contract, TCGIS has maintained the required board documents. The school has consistently maintained a compliant website as well.

Source: Governance binder, site visits, board minutes, web checks

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

1 = Does not meet standard	Board policies are outdated and not reviewed regularly.
2 = Approaching standard	Board policies are reviewed and approved as needed, but are not comprehensively reviewed on a regularly scheduled basis.
3 = Meets standard	Board policies are reviewed for content and legal compliance, updated, and approved on a regularly scheduled basis. Policies are utilized by the board to drive decision-making and are familiar to board members.
4 = Exceeds standard	NOT APPLICABLE

SY2018
Rating: 3

Comments/Evidence: The TCGIS Board reviews policies on a 3-year cycle and has a calendar that maps policies for review each year. The process is led by the governance committee, which meets regularly, and is based on a documented review procedure and Policy 208: Development, Adoption and Implementation of Policies.

SY2019
Rating: 3

Comments/Evidence: The board’s governance committee spearheads policy review, revision and development. Their process is guided by a policy review calendar. The committee meets monthly (Quarterly Report 2, pp.3 and Calendar Attachment).

SY2020
Rating: 3

Comments/Evidence: The board’s governance committee meets monthly to review standing policies based on the school’s policy review calendar (Quarterly Report 2 pp 5 and Appendix 2).

SY2021
Rating: 3

Comments/Evidence: As summarized in Quarterly Report 2 (pp. 6 and attached review schedule), TCGIS has a policy review calendar that ensure regular review of policies as well as updates related to legislative changes.

SY2022
Rating: 3

Comments/Evidence: Over the course of the contract, TCGIS has implemented a three-year rotating policy review schedule, which is the purview of the governance committee. The Board has a robust review and revision process. The school also updates policies based on statutory changes as needed.

Source: Board minutes, board policies, Governance binder, UST site visit

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

1 = Does not meet standard	Board bylaws have not been comprehensively reviewed during the contract period or contradict state and/or federal law.
2 = Approaching standard	Board bylaws have not been comprehensively reviewed during the contract period, but only as needed.
3 = Meets standard	The board has reviewed, updated, and approved its bylaws during the contract period and they do not contradict state and/or federal law.
4 = Exceeds standard	NOT APPLICABLE

SY2018

Rating: 3

Comments/Evidence: The TCGIS Board reviews policies on a 3-year cycle. The process is led by the governance committee, which meets regularly. The bylaws were last reviewed in August 2015.

SY2019

Rating: 3

Comments/Evidence: Per Quarterly Report 2 and a copy of the bylaws, the bylaws were last reviewed in August 2015.

SY2020

Rating: 3

Comments/Evidence: TCGIS updated its bylaws in the April 2020 to ensure language was consistent with statute. Rather than stating the board is a non-teacher majority. The bylaws now specify that the board is a parent-majority board.

SY2021

Rating: 3

Comments/Evidence: The bylaws were last reviewed on June 25, 2020.

SY2022

Rating: 3

Comments/Evidence: TCGIS is in the process of updating the bylaws approved April 2020 to provide further clarity regarding the composition of board seats beyond parent majority and statutory requirements. A few other minor revisions are occurring to align with statute. These changes are currently in review and on track to be voted on by the Board this spring.

Source: Board minutes, Board bylaws, Governance binder, UST site visit

3.11 Does the board submit a complete board packet (including agenda, minutes, director report, other relevant documents, and financials (See 2.1)), to be received by UST at least three days prior to all board meetings?

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

SY2018
Rating: 3
Comments/Evidence: As noted above, UST receives a comprehensive board packet in a timely manner prior to each board meeting.

SY2019
Rating: 3
Comments/Evidence: UST receives a comprehensive board packet in a timely manner prior to each board meeting.

SY2020
Rating: 3
Comments/Evidence: UST receives a comprehensive board packet in a timely manner prior to each board meeting and has access to the board documents through the google drive.

SY2021
Rating: 3
Comments/Evidence: As noted in 2.1, the board along with St. Thomas receive board packets at least three days in advance.

SY2022
Rating: 3
Comments/Evidence: Over the last four and a half years, the Board has consistently sent comprehensive Board packets to members and St. Thomas at least three days in advance of meetings.

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

3.12 Does the board understand and meet the requirements of the Open Meeting Law (*Minnesota Statutes 2015, 13D*)?

1 = Does not meet standard	The board does not understand the requirements of the Open Meeting Law and has been out of compliance more than once in the last year.
2 = Approaching standard	The board exhibits working knowledge of the requirements of the Open Meeting Law and has been out of compliance no more than once in the last year.
3 = Meets standard	The board understands and meets the requirements of the Open Meeting Law.
4 = Exceeds standard	NOT APPLICABLE

SY2018

Rating: 3

Comments/Evidence: The board appears to have an understanding for and respect of the Open Meeting Law. No violations were reported or observed.

SY2019

Rating: 3

Comments/Evidence: The TCGIS board appears to have an understanding and respect for the Open Meeting Law. No violations were reported or observed.

SY2020

Rating: 3

Comments/Evidence: Observations indicate that the TCGIS appears to have an understanding of the Open Meeting Law and operates accordingly. No violations were reported or observed.

SY2021

Rating: 3

Comments/Evidence: Based on observations and conversations with board members, TCGIS demonstrates an understanding and respect for Open Meeting Law. Meetings dates, minutes and videos are posted on the schools website. The board meetings are effectively run and include time for public engagement.

SY2022

Rating: 3

Comments/Evidence: Over the course of the contract, no Open Meeting Law violations have been observed or sent to St. Thomas. TCGIS has demonstrated a commitment to transparency as evidenced not only in the proper posting of meeting notices/agendas and minutes, but also the inclusion of videos of each meeting on the website.

Source: Board minutes, ongoing correspondence, UST site visits

3.13 Does the school have strong academic and organizational leadership?

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

SY2018
Rating: 3

Comments/Evidence: TCGIS welcomed a new Executive Director in SY2017 and made shifts in the administrative structure at this time as well. The goal of the updated structure is to provide increased administrative support to students and instructional employees. The team now includes the following team members: Director of Curriculum and Instruction, Director of Operations, Director of Student Support and Director of Communications and Outreach. Feedback about the transition has been positive with teachers sharing that they feel respected as professionals, value development opportunities and have avenues to provide input. Board members expressed having a healthy and transparent relationship with the administrative team.

SY2019
Rating: 3

Comments/Evidence: TCGIS continues under the leadership of the Executive Director who joined the team in SY2017. SY2019 saw a number of shifts on the administrative team in response to school needs, including the elimination of the Director of Student Affairs. A number of current team members expanded their responsibilities and title changes were made accordingly including Director of Student Support, Director of HR and Operations, and Director of Teaching and Learning. Additionally, the administrative team added a Director of Operations. Feedback continues to be positive regarding the administrative team.

SY2020

Rating: 3

Comments/Evidence: While TCGIS experienced some unexpected administrative transition in SY2019, the Executive Director and team pivoted quickly; with the support of a consult they took the opportunity to examine the administrative structure and make some shifts to better meet the needs of students, families, teachers and staff. As a result, an Elementary School Dean and Middle School Dean were added. All job descriptions including the Executive Director's were updated as well. The team also spent the year proactively planning for the retirement of the Director of Teaching and Learning to ensure a smooth transition into SY2021. Conversations indicate that the new structure and team is highly functioning.

SY2021

Rating: 3

Comments/Evidence: TCGIS has worked diligently over the last few years to put in place an administrative team that serves teachers, staff, students and families effectively and forwards the school's mission and vision. Due to the pandemic, the team was asked to develop multiple plans for learning and support the school community in implementing these new models. The building project was also completed.

With the resignation of the executive director, the board engaged in a national search and inclusive interview process to identify a new director.

SY2022

Rating: 3

Comments/Evidence: TCGIS engaged a search firm to conduct a national search for a new executive director in early 2021. The director bring a wealth of education and German language expertise to the school. Feedback from interviews has been positive about the leadership transition with references to a willingness to listen and a the clear and detail oriented approach that is being employed. As noted in the SY2021 evaluation, the school has been restructuring the administrative team over the last few years with a strong lens on academics. The team now includes a Dean of Academic Support as well as an Elementary Dean and a Middle School Dean. The Director of Operations and Human Resources and the Director of International Programs and Communications also play a central role on the administrative team. Interviews indicated that the administrative team is supportive, has a good framework to address challenges and includes people with the right knowledge.

Source: Annual report, authorizer observation, site visit interviews

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

1 = Does not meet standard	Fewer than 75% of parents surveyed (using the UST MN authorizing parent survey) indicate they are satisfied with the school.
2 = Approaching standard	Between 75% and 84.9% of parents surveyed (using the UST-MN authorizing parent survey) indicate they are satisfied with the school.
3 = Meets standard	Between 85% and 95% of parents surveyed (using the UST-MN authorizing parent survey) indicate they are satisfied with the school.
4 = Exceeds standard	More than 95% of parents surveyed (using the UST MN authorizing parent survey) indicate they are satisfied with the school.

SY2018

Rating: 2

Comments/Evidence: Per the Annual Report (pp. 5), results of the SY2017 Parent Satisfaction Survey showed an overall satisfaction rate of 84%. The school identified areas for focus in SY2018 based on the results including: consistency of parent communication, increasing teacher retention, providing teachers with additional support in differentiation and more effectively serving students with special needs.

SY2019

Rating: 3

Comments/Evidence: Per the Annual Report (pp. 9), 88.5% of respondents expressed satisfaction with TCGIS as a whole. 139 of 600 families responded.

SY2020

Rating: 2

Comments/Evidence: In spring 2019, 231 of 600 families responded to the annual survey. 76.7% agreed or strongly agreed that they were satisfied overall (Annual Report pp. 5 and results summary).

SY2021

Rating: 2

Comments/Evidence: TCGIS collaborated with the parent council to develop and administer the SY20 survey. 95 of 231 families responded (41.1% response rate). The survey gained feedback in multiple areas including mission and vision, academics, communication, and school environment. The survey included an overall satisfaction question – 72.7% of respondents express agreed or strong agreed they were satisfied with the school overall.

SY2022

Rating: 2

Comments/Evidence: Over the course of the contract, TCGIS has surveyed families annually. The response rate in recent years has been very strong with 45.6% of families completing the survey in spring 2021. In SY2021, the overall satisfaction rating was 83%. The school scored over 90% satisfaction in several areas

include: safety, respect for differences, teachers building strong relationships with students, creating a welcoming environment and home-school communications.

Source: Annual report

3.15 Is the school able to maintain a high percentage of teacher retention? Note that due to the nature of TCGIS’ international staffing structure, teachers not returning due to the expiration of their visa or other issue caused by their international status do not count against the school.

1 = Does not meet standard	Fewer than 70% of teachers remained at the school last year (excluding retirements).
2 = Approaching standard	Between 70 and 85% of teachers remained at the school last year (excluding retirements).
3 = Meets standard	More than 85% of teachers remained at the school last year (excluding retirements).
4 = Exceeds standard	Over the course of the contract (or at least 3 years) teacher retention has consistently remained high (>85%)

SY2018

Rating: 2

Comments/Evidence: According to the annual report, the school experienced a turnover rate of 25%, which is similar to the previous year. Five years of teacher retention rate data is provided below:

- SY2017 – 75%
- SY2016 – 80%
- SY2015 – 74%
- SY2014 – 75%
- SY2013 – 73%

The TCGIS model relies on recruiting highly qualified teachers who also possess native or near-native ability in the German language. Finding teachers who are proficient in German is an ongoing challenge. TCGIS has developed partnerships to help address the challenge including the Student Teacher Exchange Program and Die Zentralstelle für das Auslandsschulwesen as well as the Amity Institute and the Center for International Career Development.

SY2019

Rating: 2.5

Comments/Evidence: According to the annual report (Appendix D), 84.1% of teachers returned in SY2019. This is the highest retention rate over the last 6 years.

SY2020

Rating: 1

Comments/Evidence: 34 of 50 teachers returned in SY2020, which is a 68% retention rate. Many of the teachers who did not stay were at the end of their contract and returned to their home country.

SY2021

Rating: 2

Comments/Evidence: 39 of 50 teachers returned in SY2021. This is an improvement over the previous year and on par with the previous six years.

As noted previously, the TCGIS model relies on recruiting highly qualified teachers who also possess native or near-native ability in the German language. Finding teachers who are proficient in German remains challenge that TCGIS diligently works to address. TCGIS has cultivated multiple partnerships to find highly qualified teachers. It is also important to note, that international teachers often have a limit on the number of years they are allowed to work in the United States, which impacts the school’s retention data.

SY2022

Rating: 2

Comments/Evidence: From SY2021 to SY2022, TCGIS retaining 38/52 teachers (73.1%) – with one of these being a retirement. Historical retention data is provided below. Over the last 9 years, retention has been fairly steady. As noted above, the school’s staffing model relies on recruiting highly qualified teachers who also possess native or near-native ability in the German language. Finding teachers who are proficient in German is an ongoing challenge. TCGIS has developed strong partnerships and exchange programs. Many of these programs have limited contract periods at the end of which teacher return to their home countries.

- SY2021 – 73%
- SY2020 – 78%
- SY2019 – 84%
- SY2018 – 75%
- SY2017 – 75%
- SY2016 – 80%
- SY2015 – 74%
- SY2014 – 75%
- SY2013 – 73%

Source: Annual report

3.16 Are all the school’s educational staff appropriately licensed?

1 = Does not meet standard

At least one educational staff is not appropriately licensed or does not hold appropriate and current waivers or variances.

2 = Approaching standard	At least one educational staff has been on a waiver or variance for more than one year.
3 = Meets standard	All educational staff are appropriately licensed.
4 = Exceeds standard	NOT APPLICABLE
<p>SY2018 Rating: 3</p> <p>Comments/Evidence: A licensure checked showed all TCGIS educational staff to be appropriately licensed.</p>	
<p>SY2019 Rating: 2</p> <p>Comments/Evidence: A licensure checked showed all, but one TCGIS teacher appropriately licensed. In a few cases, the transition from community expert to the tier system for verifying German credentialing. The school confirmed that an appropriately licensed educator was also in the classroom with these teachers.</p>	
<p>SY2020 Rating: 2</p> <p>Comments/Evidence: While a licensure checked showed all TCGIS teachers hold valid teaching licenses, there are a number of teachers who appear to be teaching outside of their scope.</p>	
<p>SY2021 Rating: 2</p> <p>Comments/Evidence: A review of the teacher licensure database along information provided by the school indicate that one teacher is teaching without the previously granted special permission. This is likely an oversight due to the change of HR personnel. One teacher does not currently have a license, but is pursuing the appropriate licensure in graduate school. It is important to note that given the nature of the programming offered at TCGIS, finding licensed teachers who are fluent in German is an ongoing challenge. The school has developed a number of strong partnerships to support efforts and works diligently to ensure quality instruction for all classrooms.</p>	
<p>SY2022 Rating: 1</p> <p>Comments/Evidence: A review of the teacher licensure database found 4 teachers whose out of field permission had expired in SY2021. Of those positions, applications were submitted in February 2022 (but not yet approved) for three. The position is posted for the remaining spot.</p> <p>It is important to note that given the nature of the programming offered at TCGIS, there is an added complexity to licensure. STARs variance reporting was not received until February and the issues were addressed shortly thereafter.</p> <p>TCGIS shifted licensure oversight in SY2022 to manage these complexities and ensure vigilance moving forward.</p>	

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

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

1 = Does not meet standard	The school's actual enrollment consistently falls short of target enrollment (set in the July 1 budget) by <u>5% or more</u> . Student retention rates are consistently below the school's agreed-upon target rates.
2 = Approaching standard	The school's actual enrollment consistently falls short of target enrollment (set in the July 1 budget) by <u>1-4.9%</u> . Student retention rates are consistently below the school's agreed-upon target rates.
3 = Meets standard	The school is consistently fully enrolled. Student retention rates are generally at or above the school's agreed-upon target rates
4 = Exceeds standard	The school is consistently fully enrolled. Student retention rates consistently exceed the school's agreed-upon target rates over the course of the contract or last three years.

SY2018

Rating: 4

Comments/Evidence: In SY2017, TCGIS had a student retention rate of 99%. This is consistent with SY2016, when the rate was 98%. For SY2018, enrollment exceeded budgeted projections.

SY2019

Rating: 4

Comments/Evidence: Appendix F of the Annual Report shows only 10 students leaving TCGIS after October 1, 2017. This is a retention rate of 98.2%. This is in line with the last two years.

SY2020

Rating: 4

Comments/Evidence: The SY2019 Annual Report (Appendix F) indicates that 10 students left TCGIS after October 1, 2018. With 587 students enrolled, this is a 98.3% retention rate.

SY2021

Rating: 4

Comments/Evidence: The SY2020 Annual Report (Student Enrollment Templates) indicates that 8 students left after October 1. With 586 students enrolled as of October 1, this is a 98.6% retention rate. This continues the schools high retention rate trend.

SY2022

Rating: 4

Comments/Evidence: As previous evaluations illustrate, TCGIS has remained consistently enrolled over the course of the contract. In SY2021, the Student Enrollment Template contained in the Annual Report shows 16 students left after October 1. With 587 students enrolled on October 1, this is a 97.3% retention rate.

Source: Annual report, renewal application

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

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

SY2018

Rating: 3

Comments/Evidence:

SY2019

Rating: 3

Comments/Evidence: TCGIS has admission policies and procedures that align with statute. The school appears to follow these policies and procedures.

SY2020

Rating: 3

Comments/Evidence: TCGIS has admission policies and procedures that align with statute. The school appears to follow these policies and procedures. No complaints have been received or concerns raised.

SY2021

Rating: 3

Comments/Evidence: TCGIS appears to implement their admissions policies and procedures with fidelity. No issues were raised nor complaints received.

SY2022

Rating: 3

Comments/Evidence: Over the course of the contract period, TCGIS’s admissions policies and procedures have aligned with statute. No issues have come to our attention that indicated the school does not implement these policies and procedures with fidelity.

Source: Annual report, authorizer observation

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

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

SY2018

Rating: 3

Comments/Evidence: Visits to the school demonstrated a well-maintained facility that is welcoming and supportive of the school’s vision and mission. TCGIS moved into the current facility in 2013, completed renovations in 2015 and is in the process of exploring options for additional renovations and/or expansion. Space constraints and temperature regulation are facility challenges that have emerged.

SY2019

Rating: 3

Comments/Evidence: TCGIS provides students with a welcoming and well-maintained facility. With the school’s continued growth and strong retention, space has increasingly become an issue. After significant research, the school board voted to expand the existing facility, but met with community opposition (including seeking historical designation). The board and administrative team continue to demonstrate a commitment to providing students with a safe and positive learning environment that supports the school’s mission.

SY2020

Rating: 3

Comments/Evidence: While space is currently constrained due to the renovations and expansion, the facility continues to be welcoming, conducive to learning and well maintained.

SY2021

Rating: 4

Comments/Evidence: Congratulations on the completion of the facility updates and expansion. TCGIS persevered through a lengthy and complicated process in order to provide students, teachers, staff and families with additional space and upgrades to existing space that support the schools mission and provide a learning environment that is safe, inviting and conducive to learning.

SY2022

Rating: 4

Comments/Evidence: While TCGIS experience space challenges during the initial years of the contract, the school completed a major renovation. The school plans to invest further in the facility in the upcoming year using fund balance dollars.

Source: Authorizer observation

3.20 Does the school complete criminal background checks?

1 = Does not meet standard

The school cannot certify that it completes criminal background checks of staff and the board.

2 = Approaching standard	The school certifies that it completes criminal background checks of the staff but not the board.
3 = Meets standard	The school certifies that it completes criminal background checks of staff and the board.
4 = Exceeds standard	NOT APPLICABLE
<p>SY2018 Rating: 3</p> <p>Comments/Evidence: TCGIS has a background check policy that was adopted in July 2016 and reviewed updated in May 2018. The policy requires background checks for all employees, volunteers, chaperones and independent contractors. The policy states that individuals shall not commence employment or provide services until the results of the background check have been received by the school.</p> <p>While the policy does not explicitly state that board members are required to complete background checks, the school certifies that it completes background checks. TCGIS may want to consider specifically referencing board members in policy 404.</p>	
<p>SY2019 Rating: 3</p> <p>Comments/Evidence: TCGIS approved an updated Background Check Policy (#404) in April 2018. The policy states that background checks are required for all employees, volunteers, chaperones and independent contractors. Individuals shall not commence employment, provide services or be alone with students until the results of the background check have been received by the school (Quarterly Report 2 pp. 3).</p>	
<p>SY2020 Rating: 3</p> <p>Comments/Evidence: TCGIS continues to operate under policy #404, which requires background checks for all employees, volunteers, chaperones and independent contractors</p>	
<p>SY2021 Rating: 3</p> <p>Comments/Evidence: TCGIS employs policy #404 with regards to background checks.</p>	
<p>SY2022 Rating: 3</p> <p>Comments/Evidence: Over the course of the contract period, TCGIS has implement policy #404, which requires background checks for all employees, volunteers, chaperones, and independent contractors.</p>	
<p>Source: UST site visit, board chair interview, background check policy</p>	

Attachment #10 – Intervention Policy

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

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

Attachment #11 – School Closure Plan

School Closure Plan

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

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

Item	Description of Required Actions	School’s Responsible Party	Completion Date	Status
Immediate Board Actions				
1	<p>Establish <i>ad hoc</i> School Board Committee for wind-up / restructuring</p> <ul style="list-style-type: none"> <input type="checkbox"/> Designate School contact person(s) to send and receive communications from the UST; <input type="checkbox"/> Designate employees or School Board members who will handle various aspects of winding up of School operations; and <input type="checkbox"/> Provide contact information, and list of employees / School Board members and correspondent responsibilities to the UST. <input type="checkbox"/> Instruct contact persons to heed notification requirements for time sensitive notifications, if any. 			
2	<p>Reserve Funds</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>			

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

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

Item	Description of Required Actions	School's Responsible Party	Completion Date	Status
	<input type="checkbox"/> Charities with property on the premises of the School should be notified to remove 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. 			

Item	Description of Required Actions	School's Responsible Party	Completion Date	Status
	<input type="checkbox"/> TRA <input type="checkbox"/> PERA Specific rules and regulations may apply to such programs especially teacher's retirement plans so legal counsel should be consulted. 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.			
10	Notification of Food and Transportation Services and Cancellation of Contracts 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	Notification of UST Regarding Lawsuits 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. 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.			
Assets, Creditors and Debtors				
12	List of Creditors and Debtors; UCC Search 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. <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			

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

Item	Description of Required Actions	School's Responsible Party	Completion Date	Status
	<ul style="list-style-type: none"> <input type="checkbox"/> Termination of non-essential personnel and cancellation of non-essential services prior to CHARTER REVOCATION. <input type="checkbox"/> Make final federal, state and local tax payments (every employer, including the School, which pays wages to employees is responsible for withholding, depositing, paying, and reporting 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 Liquidation of Assets, below.</i>) <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			

Item	Description of Required Actions	School's Responsible Party	Completion Date	Status
	<p>No later than 30 days prior to CHARTER REVOCATION, <u>all</u> of the School's assets must be inventoried with item #'s and quantities and/or its inventory updated.</p> <ul style="list-style-type: none"> <input type="checkbox"/> All assets of the School, not just ones over a certain dollar value must be inventoried. <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</p>			

Item	Description of Required Actions	School's Responsible Party	Completion Date	Status
	<p>School Corporation, and all funds, including principal and accrued interest, owed to, and by, the School Corporation, with supporting evidence showing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> all creditors or former creditors, any amounts paid to creditors (or in-kind exchanges of assets), and any amounts of debt of the School or School Corporation outstanding, including principal and accrued interest, as of the date of the interim report; and <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	Final Financial Statement Audit			

Item	Description of Required Actions	School's Responsible Party	Completion Date	Status
	The School must have a financial statement audit performed in accordance with the Charter and the Act no later than November 1 st of the calendar year in which the School ceases instruction.			
23	<p>Closeout of State and Federal Grants</p> <p>State, federal and other grants must be closed out, including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> notification to the grant entity of the School closure; and <input type="checkbox"/> filing of any required expenditure reports or receipts and any required program reports. <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>			
24	<p>U.S. Dept. of Education Filings</p> <p>File Federal form 269 or 269a if the School was receiving funds directly from the United States Department of Education. <i>See</i> 34 CFR 80.41.</p>			
25	<p>IRS Status; Reports</p> <p>The School Board must continue to take all steps necessary to maintain its 501(c)(3) status, including, but not limited to, the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> notification to IRS regarding any address change of the School Corporation; and <input type="checkbox"/> filing of required tax returns or reports (e.g., IRS form 990 and Schedule A). <input type="checkbox"/> If the School Corporation proceeds to dissolution, notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the UST. 			
26	<p>Corporate Records</p> <p>In all cases, the School Board shall maintain all corporate records related to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Loans, bonds, mortgages and other financing; <input type="checkbox"/> Contracts; <input type="checkbox"/> Leases; <input type="checkbox"/> Assets and asset sales; 			

Item	Description of Required Actions	School's Responsible Party	Completion Date	Status
	<ul style="list-style-type: none"> <input type="checkbox"/> Grants -- records relating to federal grants must be kept in accordance with 34 CFR 8042. <input type="checkbox"/> Governance (Minutes, by-laws, policies); <input type="checkbox"/> Employees (background checks, personnel files); <input type="checkbox"/> Accounting/audit, taxes and tax status, etc; <input type="checkbox"/> Personnel, <input type="checkbox"/> Employee benefit programs and benefits; and <input type="checkbox"/> Student summary test data files <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>			
28	<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> <ul style="list-style-type: none"> <input type="checkbox"/> a complete statement of all assets, their location and an estimate of their value; and <input type="checkbox"/> a statement of the ascertainable debts of the education corporation. <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>			
29	<p>Final Distribution of Assets</p>			

Item	Description of Required Actions	School's Responsible Party	Completion Date	Status
	<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> <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"> <input type="checkbox"/> 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.) <input type="checkbox"/> 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. 			