

CHARTER SCHOOL / AUTHORIZER AGREEMENT

The University of St. Thomas (hereinafter “Authorizer”) and TWIN CITIES ACADEMY (hereinafter “School”) are entering into this Agreement as of July 1, 2023 for the purposes of defining the responsibilities and obligations of each party with respect to the operation of a charter school. It is the intention of the parties that this Agreement will comply with all requirements of the Charter Law (as such term is defined below).

SECTION 1. DEFINITIONS.

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

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

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

SECTION 2. TERM.

The term of this Agreement is **5** years, commencing on the date of this Agreement, **July 1, 2023** as identified above, and continuing through **June 30, 2028** 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: 690 Birmingham Street, St. Paul, MN 55106**

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 18th day of October, 2025.

University of St. Thomas, a Higher Education Authorizer



Signature

Robert Vischer

Print Name

President

Title



Signature

Terry Moffatt

Print Name

Interim Director

Title

Twin Cities Academy, a Minnesota Charter School

By:



(Signature)

Richard Holst

(Print Name)

Board Chair, TCA

(Title)



(Signature)

Betsy Lueth

(Print Name)

Executive Director

(Title)

Attachment #1

Twin Cities Academy Application

Mission

At Twin Cities Academy, we serve a diverse student body to achieve in a rigorous college preparatory program.

Vision

We ensure that all students graduate with the skills to achieve in college, to contribute positively to society, and to be accepting of all people.

Declaration of Primary and Secondary Purposes

Twin Cities Academy is focused on the following purposes as outlined in the MN Charter School Law:

- a) Improving all pupil learning and all student achievement.
- b) Measuring student outcomes and creating different and innovative forms of measuring outcomes.
- c) Creating new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

Scope of Program

Grades Served:

Twin Cities Academy (TCA) is a charter school located in St. Paul Minnesota. We are committed to academic rigor, leadership, and character development and serve students in grades 6-12.

Number of Students Served:

TCA currently serves around 520 students in grades 6-12 and plans to continue serving approximately 520-580 students in grades 6-12 for the foreseeable future.

Target Population:

TCA is open to all students. Currently, 90% of students are residents of St. Paul and 83% of students are from the eastside of St. Paul.

Location:

The school intends to maintain a location in St. Paul, MN.

School Calendar:

The school follows a traditional calendar.

Transportation:

Approximately 86% of students at Twin Cities Academy are transported by school bus. 4% of students walk to school, and 10% car pool to school. For the 2022-2023 school

year, there are twelve bus routes, which travel throughout St. Paul, South St. Paul, North St. Paul and Maplewood. TCA also provides eight vans for students requiring special transportation per IEP needs. All students residing in the St. Paul school district are bused per the guidelines Centerline Transportation, a private local school bus company.

Description of Educational Program and Philosophy

Statement of Philosophy:

Twin Cities Academy is a public charter school that educates students in grades six through twelve in the skills and values that are essential to academic excellence, work readiness, a culture of reciprocal ethical duty and active citizenship. These goals are achieved through rigorous academic curriculum, leadership abilities, volunteering in the community and a commitment to social and racial justice.

Description of Model:

Twin Cities Academy's educational programs are focused on providing a college-preparatory experience to all students. All grades are committed to rigorous academics, critical thinking, developing college and career readiness skills through the AVID program, and diversity through social and racial justice exploration. TCA is committed to serving students in the urban core, with a mission to close the opportunity gaps at the secondary level. TCA's core values include the following: high expectations, excellence in all that we do, a positive work ethic, accountability for our choices and actions, diversity of thought, and contributions to the community. TCA uses strong personal connections among students and staff to create a culture of learning that supports these values. Our educational model emphasizes rigorous and challenging academics that create literate and effective communicators, active community involvement and the giving of ourselves to others, leadership development for the future, and relationship skills.

Twin Cities Academy's curriculum is based on its agreement with families. The family agreement is presented to all parents and students through new family meetings with a teacher or administrator. The agreement describes the roles and responsibilities for each stakeholder in the student's education. TCA believes strongly that it requires a partnership between the school, family and student to ensure the success of the student through her or his secondary education. Research shows that parents and guardians often become less engaged with their child's education the older they become; TCA believes that adolescents need more involvement at this level in the education as the stakes are much higher for students as they begin to prepare for post secondary education.

Description of Online Programming:

Twin Cities Academy does not currently offer regular online programming. Online programming was offered during the pandemic, but was discontinued during the 2021-2022 school year. TCA does have a board approved E-Learning plan. E-learning

includes online activities and learning for students using the Schoology platform, only when the school is closed due to dangerous weather conditions.

Description of Critical Programmatic Elements:

Through its partnership with the family and student, TCA teachers and administrators are better able to focus on the individual needs of the student. As a smaller secondary program than traditional programs, we have the advantage of truly understanding both the social emotional and academic needs of our students. All students have homeroom teachers, which remain the primary contact for the family for all three years at the middle school level and all four years at the high school level. The homerooms are grade-pure and there are between 20-25 students in a homeroom, called Advisory. In addition to this primary teacher contact, many families also participate in team meetings, in addition to two conferences in the year, to meet with all the student's teachers to resolve academic or behavior issues as they arise. TCA also employs a full time school counselor, full time and part time social workers and a full time school psychologist. Additionally TCA serves all students breakfast and lunch to ensure that both emotional and physical needs are met.

After closely reviewing standardized test scores of new and returning students to create a schedule that meets their individual academic needs and also to address their strengths, some students may be placed in remedial courses while others may be advanced into high school level courses. Some students may participate in small group or individual programming in math or reading if they are identified through TCA's Student Support Team process. TCA employes a dedicated reading interventionist and all math teachers provide small group and pull out math intervention during two dedicated periods per week. Additionally, all math classes have been reduced for the 2022-2023 school year to 10-15 students per class to help all students have more accelerated learning to "catch up" from the learning loss caused by the pandemic years. Other students may take advanced courses in math and science with students in a higher grade level.

All of our students in grades 6-8 take yearlong courses in our four core content areas: Math, English, Science and History. TCA also offers STEM and a World Language (Spanish or French) to all students in grades 6-8. By providing both STEM and a World Language, TCA increases its level of rigor to an even higher degree, as compared to other public middle school programs. Electives students take include, Band (year long commitment), Physical Education/Health, Art, Literacy and Music.

All our students in grades 9-12 take yearlong courses in our four core content areas; Math, English, Science and Social Studies. The graduation requirements at TCA exceed the state standards to require four years of science and math, in order to better prepare our students for college experiences. In addition to the added graduation requirements, all TCA high school students have access to honors courses, CIS (College in the Schools)

and AP courses beginning in the 9th grade, and a variety of AP courses and College-In-Schools courses normally beginning in the 11th and 12th grades. TCA also has a school-wide AVID program. AVID is a program to support college-readiness skills for all students.

The following scheduled best practices are highly valued and contribute significantly to the school's success. We are very deliberate and intentional when planning our annual calendar and school schedules. Daily highlights include:

- 90-minute period Block Schedule (A & B days) to reduce transition times and to allow teachers and students to go deeper into content and topics of instruction
- Four manageable lunch shifts
- Extended math and language arts courses
- iXL (math) and Achieve 3000 (reading) individualized computer-based curriculum to accelerate learning in math and non-fiction reading.
- Mid-day opportunities for enrichment consisting of many student activities: tutorials, academic clubs, student interest activities including Racial Justice clubs, GSA clubs, student leadership, newspaper, etc.
- Daily tutorial in school (for students who work really hard but can't get their work completed at home)
- School-wide Community Service Projects
- Spirit Week (building school community)
- Forums (school assemblies) are held on a frequent basis to promote the building of a healthy school culture and climate. These sessions are used to entertain, inform and problem solve about what is expected or what needs to be accomplished so that we are our very best.
- PBIS cohort with the Minnesota Department of Education to reduce exclusionary discipline and focus on positive reinforcement of behavior.

Services for Special Populations

Special Education:

Twin Cities Academy provides a continuum of special education programming to all students qualifying with a disability under sections 125A.03 to 125A.24 and 125A.65. Special education services are monitored under the supervision of a Director of Special Education and Executive Director. Twin Cities Academy's Special Education Program is funded by three sources: State Special Education Revenue, Tuition Billing Revenue, and Federal Special Education Revenue. Since the revenue is determined by the amount of expenditures, if the expenditures increase due to special education needs so will the revenue.

English Language Learners:

Limited English Proficiency ("LEP") Aid is allocated to schools based on the number of students categorized as "English Learners." Schools reporting between one and twenty LEP students receive \$14,080 annually to fund dedicated instruction and supplies for English learners. Twin Cities Academy currently enrolls 100 students who are

categorized as “English Learners” of whom 20 students qualify for LEP Aid through MARSS. To serve these students, an EL teacher will be contracted with Twin Cities Academy full time to meet student needs and develop appropriate modifications and accommodations for these students.

Gifted Students:

Twin Cities Academy currently has a part-time Gifted and Talented Coordinator who works with coaching teachers and designing individualized learning plans for students who need high levels of acceleration of curriculum. The Gifted and Talented Coordinator has also received certification in specifically identifying gifted students in urban school environments to prevent bias in identification. Twin Cities Academy provides enrichment for those performing above grade-level. College in the Schools (CIS) courses, Advanced Placement courses, and Accelerated Courses (ie. placing a student in a higher level math or science course) are available to all students who qualify and enroll.

Governance/Management/and Administration Plan

Twin Cities Academy’s organization structure includes an Executive Director/Principal with two direct educational administrative reports on staff, the Principal and Special Education Coordinator, other direct reports include: Business Manager (outside contractor), Special Education Director (outside contractor), Director of Operations, Food/Transportation Coordinator, Health Aide and Building Engineer. Educational administration reporting to the Principal include: Dean of Students, Dean of Academics, 504 Coordinator and School Counselor, in addition to all licensed teachers (General Education). All Special Education staff reports to the Special Education Coordinator.

The Board of Directors consists of no more than 12 Directors and includes up to 1/3 teachers, 1/3 parents and 1/3 community members. The following are standing committees:

1.1.1 *Governance Committee.* The Governance Committee has oversight and can make recommendations with regard to school policies and all governance matters including, but not limited to: board recruitment, development and evaluation; recommendations with regard to responsibilities and duties of school leadership positions and oversight of evaluations of school leaders, and other duties as deemed appropriate by the Board.

1.1.2 *Budget and Finance Committee.* The Budget and Finance Committee shall be responsible for presenting an annual budget to the Board of Directors, making recommendations to the Board of Directors on long-range financial and facilities planning, monitoring contracts for bookkeeping services, ensuring compliance with state financial procedures, and such other duties as are deemed appropriate and necessary by the Board of Directors. The Budget and Finance Committee shall be chaired by the Treasurer.

1.1.3 *Policy Committee.* The Policy Committee shall be responsible for ensuring all School Board policies are in legal compliance, reviewed and updated on a regular schedule. The Policy Committee will also ensure that all policies are published publicly.

Executive Committee. The Executive Committee shall consist of the Chair of the Board, Vice Chair of the Board, as well as the Treasurer and Secretary. The Executive Committee will meet when necessary or at the request of the Principal/Executive Director.

Educational Service Provider

TCA does not contract with an educational service provider.

Attachment #2 – School Accountability System

Evaluation Framework

Indicators

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

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

Measures

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

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

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

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

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

Methodology for Selection of Comparison Schools

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

Identification of Demographic Comparison Schools

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

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

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

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

Minnesota Comprehensive Assessment Measures

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

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

MCA/MTAS Proficiency Reading Well By Third Grade

Third grade students should be proficient in reading as demonstrated on the third grade MCA test. At this time, TCA does not serve students in this grade level, thus is goal would not apply.

MCA/MTAS Proficiency

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

MCA/MTAS Proficiency for Students in Various Demographic Groups

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

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

MCA/MTAS Progress

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

MCA/MTAS Progress Comparison Using Minnesota North Star System

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

School Selected Standardized Assessment(s) Measures

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

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

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

Twin Cities Academy has selected the Northwest Evaluation Association (NWEA) test.

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

Mission Specific Academic and Alignment Measures

Mission Specific Academic Goal

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

Academic Program Alignment to Mission and Vision

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

Other Academic Measures

Graduation Rate

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

College Readiness

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

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

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

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

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

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

Annual Audit

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

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

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

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

- Systems to properly maintain policies and bylaws.
- Compliance with bylaws and policies.
- Demonstrated commitment of all members to continuous learning, and nonprofit best practices including:

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

- h. Results from most recent MDE program and financial audits.
- Fulfillment of legal obligations regarding students identified for English Learner (EL) services as indicated by conditions such as the following.
 - a. Clear understanding of current legislation, research and effective practices relating to the provision of EL services by appropriate staff;
 - b. Access to appropriate training and information by all school staff. Following of MN Standardized Statewide EL Procedures (or subsequent requirements) for identification, entrance, and exit.
 - c. Effective program with written plan for service at all grade and proficiency levels.
 - d. Retention of appropriate staff (including EL teachers, and contracted service providers) as required by student population.
 - e. Results from most recent MDE program and financial audits.
 - f. ACCESS Results, if indicated by the Evaluation Rubric.

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

- The Board of Directors and School will comply with all applicable state and federal laws including but not limited to:
 - a. Minnesota Charter School Law (Minn. Stat. 124E)
 - i. Board initial and ongoing training
 - ii. Development of board-approved development plan for leader if applicable
 - iii. Governance model requirements
 - b. Minnesota Open Meetings Law (Minn. Stat. 471.705)
 - c. Teacher licensure: The school will hire well-qualified and appropriately licensed (or otherwise state-approved) teachers. (Minn. Stat. 122A.18 subd. 1)
 - d. Fair and open admission/enrollment policies and practices compliant with law.
 - e. Background checks: must be completed on staff, board members, and others with the potential for close contact with students.
 - f. Education of Special Education students (Minn. Stat. 125A.02, 125A.03, 125A.24, 125A.65)
 - g. Title IX of the Education Amendments of 1972 (20 U.S. C. 1681)
 - h. Applicable state and local health and safety requirements. The school must maintain a safe facility that is conducive to learning.
 - i. Minnesota Human Rights Act (Chapter 63)
 - j. Equal opportunity in athletic programs (Minn. Stat. 121A.04)
 - k. Minnesota Pupil Fair Dismissal Act (Minn. Stat. 124A.40 to 121A.56)
 - l. Minnesota Public Schools Fee Law (Minn. Stat. 123B.34 to 123B.39)
 - m. Educational data and records (Minn. Stat. 13.32, 120A.22 subd. 7, and 121A.75)
 - n. Student legal records (Minn. Stat. 260B.171 subds. 3 and 5)
 - o. The Pledge of Allegiance (Minn. Stat. 121A.11 subd. 3)
 - p. Revenue for a charter school (Minn. Stat. 124E.20)
 - q. PERA and TRA (Minn. Stat. 353, 354, and 354a)

- r. Ongoing presence of management and financial controls required by Section 8 of the contract
- s. Administration of an open enrollment process and lottery pursuant to Section 7 of the contract
- t. Public Employment Relations Act (Minn. Stat. 179A)
- u. School district audit requirements (Minn. Stat. 123B.75 to 123B.83)
- v. Student immunization records (Minn. Stat. 121A.15)

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

Evaluation Rubric

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

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

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

SECTION I – IS THE LEARNING PROGRAM A SUCCESS?

1.1 3rd Grade MCA Reading Proficiency: Are students proficient in reading?
 This goal is not applicable based on the grades served by the school.

1.2 MCA Proficiency: Are students performing as well as or better than the state, the resident district, and demographically comparable schools on MCA math and reading exams?	
1.2a Reading	
1.2b Mathematics	
1 = Does not meet standard	More than 10 percentage points below comparison groups
2 = Approaching standard	6-10 percentage points below comparison groups
3 = Meets standard	Within 5 percentage points of comparison groups

4 = Exceeds standard	Exceeds comparison group by more than 5 percentage points			
	Reading Proficiency	Score (see criteria for 1-4 above)	Weight	Points earned
Charter School (CS)				
Average of demographic match schools			45%	
Resident district			45%	
State			10%	
			100%	Reading Total:
	Math Proficiency	Score (see criteria for 1-4 above)	Weight	Points earned
Charter School (CS)				
Average of demographic match schools			45%	
Resident district			45%	
State			10%	
			100%	Math Total:
1.2a Reading: <input style="width: 20px; height: 20px;" type="text"/>				
1.2b Mathematics: <input style="width: 40px; height: 20px;" type="text"/>				
Enter the overall score produced by the average of these two scores: <input style="width: 40px; height: 20px;" type="text"/>				
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, racial demographic categories will also be filtered by FRL status. All relevant demographic groups will be individually scored per the rubric targets below and averaged to produce a score for each subject area (math/reading). The overall score for the metric is then produced by averaging the subject area scores.

1.3a Reading

1.3b Mathematics

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

4 = Exceeds standard

Demographic group is exceeding statewide performance for that group by more than 5 percentage points.

	Charter % Proficient	State % Proficient	% of Charter Student Population	Score
Math Proficiency				
All		Included for information only	Included for information only	N/A – Included for information only.
Demographic Group 1			Included for information only	
Demographic Group 2 (add rows as needed)			Included for information only	

Average of math scores for each demographic group:

	Charter % Proficient	State % Proficient	% of Charter Student Population	Score
Reading Proficiency				
All		Included for information only	Included for information only	N/A – Included for information only.
Demographic Group 1			Included for information only	
Demographic Group 2 (add rows as needed)			Included for information only	

Average of reading scores for each demographic group:

1.3a Reading:

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.).

Twin Cities Academy has elected a progressive goal that is designed to give the school the opportunity to demonstrate student progress with increased rigor over the life of the contract. Targets are set independently for years 1 and 2 of the contract, then hold steady in years 3-5.

1.4a Reading
1.4b Mathematics

1 = Does not meet standard	<p>Year 1 of contract: Less than 25% of students are maintaining or moving toward proficiency.</p> <p>Year 2 of contract: Less than 30% of students are maintaining or moving toward proficiency.</p> <p>Years 3-5 of contract: Less than 35% of students are maintaining or moving toward proficiency.</p>
2 = Approaching standard	<p>Year 1 of contract: 25-40% of students are maintaining or moving toward proficiency.</p> <p>Year 2 of contract: 30-45% of students are maintaining or moving toward proficiency.</p> <p>Years 3-5 of contract: 35-50% of students are maintaining or moving toward proficiency.</p>
3 = Meets standard	<p>Year 1 of contract: 40.1-65% of students are maintaining or moving toward proficiency.</p> <p>Year 2 of contract: 45.1-65% of students are maintaining or moving toward proficiency.</p> <p>Years 3-5 of contract: 50.1-65% of students are maintaining or moving toward proficiency.</p>
4 = Exceeds standard	<p>All years of contract: More than 65% of students are maintaining or moving toward proficiency.</p>

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 demographically comparable schools? Note that this measure uses the Minnesota Department of Education’s definition of growth as a student maintaining at a level above “Does Not Meet” or increasing their proficiency level on the MCAs from the most recent prior year of testing data to the current year of testing data.

1.5a Reading

1.5b Mathematics

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

	Reading Growth	Score (see criteria for 1-4 above)	Weight	Points earned
Charter				
Average of demographic match schools			45%	
Resident district			45%	
State			10%	
			100%	Reading Total:
	Math Growth	Score (see criteria for 1-4 above)	Weight	Points earned
Charter				
Average of demographic match schools			45%	
Resident district			45%	
State			10%	
			100%	Math Total:

1.5a Reading:

1.5b Mathematics:

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

Comments/Evidence:

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

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

1.6a Reading

1.6b Mathematics

<i>The school has selected the NWEA assessment, spring administration for this metric.</i>	
1 = Does not meet standard	Assessments indicate that a minimal proportion of tested students performed at or above target levels (Year 1 of contract: less than 30%; Years 2-5 of contract: less than 40%).
2 = Approaching standard	Assessments indicate that an inadequate proportion of tested students performed at or above target levels (Year 1 of contract: 30%-40% Years 2-5 of contract: 40%-50%).
3 = Meets standard	Assessments indicate that an adequate proportion of tested performed at or above target levels (Year 1 of contract 40.1%-65%; Years 2-5 of contract 50.1%-65%).
4 = Exceeds standard	Assessments indicate that a high proportion of tested students performed at or above target levels (All years of contract: more than 65%).
1.6a Reading: <input type="text"/> 1.6b Math: <input type="text"/> Enter the overall score produced by the average of these two scores: <input type="text"/> Comments:	
Source: Annual Report, End of year report, Test data spreadsheets	

1.7 Are students making substantial and adequate gains over time, as measured using the school's selected standardized assessments? 1.7a Reading 1.7b Mathematics	
<i>The school has selected the NWEA assessment, fall-to-spring administrations for this metric.</i>	
1 = Does not meet standard	Analysis indicates that a minimal proportion of tested students made expected gains (less than 40%).
2 = Approaching standard	Analysis indicates that an inadequate proportion of tested students made expected gains (40%-50%).
3 = Meets standard	Analysis indicates that an adequate proportion of tested students made expected gains (50.1%-65%).
4 = Exceeds standard	Analysis indicates that an adequate proportion of tested students made expected gains (more than 65%).
1.7a Reading: <input type="text"/> 1.7b Math: <input type="text"/> Enter the overall score produced by the average of these two scores: <input type="text"/> 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 5-year graduation rate was between 75 – 85% and/or did not meet state targets.
3 = Meets standard	The school’s 5-year graduation rate was between 85.1% and 95% and met state graduation targets.
4 = Exceeds standard	The school’s 5-year graduation rate was above 95% and met state targets for graduation.

Rating:

Comments:

Source: MDE Data Analytics Request

1.9 Does students’ performance on post-secondary readiness assessments (ACT and Accuplacer) reflect college and career readiness?

1 = Does not meet standard	Less than 60% of students demonstrated readiness.
2 = Approaching standard	60-80% of students demonstrated readiness.
3 = Meets standard	80.1-95% of students demonstrated readiness.
4 = Exceeds standard	More than 95% of students demonstrated readiness.

Rating:

Comments:

Source: MDE Website (SLEDS), Annual report

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

TCA Goal: Based on the Spring Student Survey students will report positively that “I feel I am reflected in the curriculum and instruction at TCA.”

1 = Does not meet standard	Less than 50% of students in each racial sub-group report feeling reflected in the curriculum and instruction at TCA.
2 = Approaching standard	50.1-65% of students in each racial sub-group report feeling reflected in the curriculum and instruction at TCA.
3 = Meets standard	65.1-80% of students in each racial sub-group report feeling reflected in the curriculum and instruction at TCA.
4 = Exceeds standard	80.1% or more of students in each racial sub-group report feeling reflected in the curriculum and instruction at TCA.

Rating: <input type="text"/>
Comments:
Source: Annual report

1.11 Are English Learners (ELs) performing at or above the state average for ELs as measured by the percentage of the school’s identified ELs who reached or went past their target on the ACCESS/Alternate ACCESS assessment?	
1 = 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.
Overall Rating: <input type="text"/>	
Comments:	
Source: MDE website	

1.12 Are students receiving special education services performing at or above the state average for students receiving special education services as measured by MCA/MTAS proficiency? If the school’s student population qualifies for FRL at a rate of 70% or above, this indicator 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: <input type="text"/> 1.12b: Math: <input type="text"/> Overall Rating: <input type="text"/>	
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?

N/A This goal is not applicable based on the grades served by the school.

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

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

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

<p>4 = Exceeds standard</p> <p>a. Over 85% of students in the graduating class have been accepted into a post-secondary program</p> <p>b. Over 60% of students in the graduating class have enrolled in a post-secondary program</p>
<p>1.15a: <input type="text"/> 1.15b: <input type="text"/></p> <p>Enter the overall score produced by the average of these two scores: <input type="text"/></p> <p>Comments:</p>
<p>Source: MDE Sleds Data, Annual Report (School reported data)</p>

<p>1.16 Are students equitably accessing college and/or career preparation opportunities (e.g. AP, CIS, PSEO, AVID, College fairs and visits) at high rates?</p>
<p>1 = Does not meet standard</p> <p>a. Less than 30% of all students accessed one or more college and/or career preparation opportunities in the past year.</p> <p>b. BIPOC students accessed college and/or career preparation opportunities at a rate more than 10 percentage points below the rate for their white peers.</p>
<p>2 = Approaching standard</p> <p>a. 30-45% of all students accessed one or more college and/or career preparation opportunities in the past year.</p> <p>b. BIPOC students accessed college and/or career preparation opportunities at a rate 5-10 percentage points below the rate for their white peers.</p>
<p>3 = Meets standard</p> <p>a. 45.1%- 60% of all students accessed one or more college and/or career preparation opportunities in the past year.</p> <p>b. BIPOC students access college and/or career preparation opportunities at roughly the same rate as their white peers.</p>
<p>4 = Exceeds standard</p> <p>a. Over 60% of all students accessed one or more college and/or career preparation opportunities in the past year.</p> <p>b. BIPOC students access college and/or career preparation opportunities at roughly the same rate as their white peers.</p>
<p>1.16a: <input type="text"/></p> <p>1.16b: <input type="text"/></p> <p>Enter the overall score produced by the average of these two scores: <input type="text"/></p>

Comments:

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

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

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

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

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

2.4 Does the school establish and maintain a balanced budget?	
<ul style="list-style-type: none"> • 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)? 	
<i>*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.</i>	
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 90% or less.

2 = Approaching standard Enrollment realization is 90-95%.

3 = Meets standard Enrollment realization is greater than 95%.

4 = Exceeds standard NOT APPLICABLE

Rating: _____

Comments:

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

2.6 Does the school have sufficient cash on hand to meet its near-term obligations?

1 = Does not meet standard The school has fewer than 30 days cash on hand.

2 = Approaching standard The school maintains 30-59 days cash on hand.

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

4 = Exceeds standard NOT APPLICABLE

Rating:

Comments:

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

2.7 For established schools (in operation for at least 4 years) does the school have a sufficient fund balance?	
1 = Does not meet standard	The school's fund balance is less than 10% of annual expenditures.
2 = Approaching standard	The school's fund balance is between 10-15% of annual expenditures.
3 = Meets standard	The school's fund balance is more than 15% of annual expenditures.
4 = Exceeds standard	The school's fund balance is more than 20% of annual expenditures & overall academic outcomes fall within the 'meets standard' range.
Rating: <input type="text"/>	
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: <input type="text"/>	
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: <input type="text"/> Comments:	
Source: Monthly board packets, UST site visits, Statement of compliance sheet	

3.2 Does the board understand and comply with the Open Meeting Law and maintain orderly records including its bylaws, policies, board/committee minutes, and board packets?	
1 = Does not meet standard	The board does not understand the requirements of the Open Meeting Law and has been out of compliance more than once in the last year and/or the board does not maintain its records in an orderly fashion
2 = Approaching standard	The board exhibits working knowledge of the requirements of the Open Meeting Law and has been out of compliance no more than once in the last year and maintains its records properly, with minor exceptions.
3 = Meets standard	The board understands and meets the requirements of the Open Meeting Law and maintains its records in an orderly fashion.
4 = Exceeds standard	NOT APPLICABLE
Rating: <input type="text"/> Comments:	
Source: Board minutes, ongoing correspondence, UST site visits	

3.3 Are all the school's educational staff appropriately licensed?

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

Rating:
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:	
<ul style="list-style-type: none"> • Meeting admissions and enrollment practice/policy requirements • Meeting governance model requirements • Meeting Title IX regulations (e.g. policies/procedures, trainings, Title IX Coordinator) 	
1 = Does not meet standard	The school is not in compliance with other applicable law.
2 = Approaching standard	NOT APPLICABLE
3 = Meets standard	The school is in compliance with other applicable law.
4 = Exceeds standard	NOT APPLICABLE
Rating: <input type="text"/>	
Comments:	
Source: Website compliance check, Quarterly Report, UST site visit, board chair interview	

3.6 Do all board members exhibit understanding of the role of the board and utilize nonprofit governance best practices including:	
<ul style="list-style-type: none"> • Understanding of board and school leader roles (governance vs. management) • Annual board self-evaluation • Annual school-leader evaluation • Annual 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, Quarterly Report, UST site visit

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

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

Rating:

Comments:

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

3.9 Is the school fulfilling its legal obligations related to access and services to English Learners (ELs)? This includes:

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

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

Rating:

Comments:

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

3.10 Is the school fulfilling its legal obligations related to access and services to students with individual education plans (IEPs)? This includes:

- **Having a school-specific TSES manual that is board-approved.**
- **Engaging a special education director who is actively involved in working with special education staff and school leadership.**
- **Securing appropriate staffing levels with staff who hold appropriate licenses and have knowledge of current legislation and research based best practices for serving students with IEPs.**
- **Contracting with entities to provide effective services to students when necessary.**

<ul style="list-style-type: none"> • Completing annual IEP meetings on time. • Having been subject to no investigations related to special needs students that resulted in findings. • Having no findings related to special education funding on annual financial audit. • Providing staff with appropriate training. 	
1 = Does not meet standard	The school is not fulfilling its legal obligations regarding students with special needs and requires substantial improvement
2 = Approaching standard	The school is fulfilling all of its legal obligations regarding students with special needs but requires some improvements
3 = Meets standard	The school is fulfilling its legal obligations regarding students with special needs and requires no considerable improvements
4 = Exceeds standard	NOT APPLICABLE
Rating: <input type="text"/>	
Comments:	
Source: Quarterly report, UST site visits, Reference: special education investigation search on MDE website and special education training materials; Special education director interview	

<p>3.11 Is the school fulfilling its legal obligations related to the delivery of a quality Prekindergarten instructional program. This includes:</p> <ul style="list-style-type: none"> • Ensuring Early Childhood Health and Developmental Screening is completed. • Securing appropriate staffing. • Supplying relevant professional development to all staff. • Implementing culturally responsive comprehensive child assessment/s. • Utilizing the Early Childhood Indicators of Progress (ECIPs). • Supporting an effective transition to Kindergarten. • Referring students to community-based resources as needed. <p>The school does not serve this grade level and thus this indicator does not apply.</p>

<p>3.12 Does the school have a high attendance rate?</p>	
1 = Does not meet standard	The attendance rate is less than 85 percent
2 = Approaching standard	The attendance rate is between 85 and 89.9 percent
3 = Meets standard	The attendance rate is 90-94.9 percent
4 = Exceeds standard	The attendance rate is more than 95 percent
Rating: <input type="text"/>	
Comments:	

Source: Annual reports, MDE website (data downloads)

3.13 Is the school able to maintain a high percentage of teacher retention?	
1 = Does not meet standard	Fewer than 70 percent of teachers remained at the school last year (excluding retirements).
2 = Approaching standard	Between 70 and 84 percent of teachers remained at the school last year (excluding retirements).
3 = Meets standard	More than 85 percent of teachers remained at the school last year (excluding retirements).
4 = Exceeds standard	Over the course of the contract (or at least 3 years) teacher retention has consistently remained high (>85 percent)
Rating: <input type="checkbox"/> Comments:	
Source: Annual report	

3.14 Are the school’s teachers and staff participating in a broad base of professional development in service of students’ academic and behavioral needs and supportive of the school’s mission? Types of development opportunities include, but are not limited to:	
<ul style="list-style-type: none"> • Required health and safety trainings. • IX training processes. • Supporting students with IEPs. • Supporting English Learners. • Mission-related. • Equity and cultural relevance. 	
1 = Does not meet standard	The school a limited number of training opportunities. Participation in professional development is low, with less than 50% of staff participate in the opportunities.
2 = Approaching standard	The school offers a menu of development opportunities that include required trainings. Participation in most or all of these trainings is presented as optional resulting in low participation (less than 50% of staff participate).
3 = Meets standard	The school offers a menu of development opportunities that include required trainings as well as learning opportunities that forward the

	school's academic, behavioral and mission-related priorities. Participation is mandated for required trainings.
4 = Exceeds standard	The school offers a robust menu of development opportunities that include required trainings as well as learning opportunities that forward the school's academic, behavioral and mission-related priorities. Including opportunities for subject-area and curriculum-specific trainings. Participation is mandated for required trainings.
Rating: <input type="text"/>	
Comments:	
Source: Annual report (Professional Development Tracking Chart)	

3.15 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: <input type="text"/>	
Comments:	
Source: Annual report, renewal application	

3.16 Does the school exhibit a high level of parent satisfaction as measured by the following?	
<p>3.16a The percentage of parents surveyed who "agree" or "strongly agree" that they are satisfied with the school overall. .</p> <p>3.16b Survey response rate</p>	
1 = Does not meet standard	<p>3.16a Less than 70% of parents surveyed indicate they are satisfied with the school overall.</p> <p>3.16b The school's survey response rate was less than 20%.</p>
2 = Approaching standard	

<p>3.16a 75-85% of parents surveyed indicate they are satisfied with the school overall.</p> <p>3.16b The school's survey response rate was 20-25%.</p>
<p>3 = Meets standard</p> <p>3.16a 85.1-95% of parents surveyed indicate they are satisfied with the school overall.</p> <p>3.16b The school's survey response rate was more than 25-30%.</p>
<p>4 = Exceeds standard</p> <p>3.16a 95% or more of parents surveyed indicate they are satisfied with the school overall.</p> <p>3.16b The school's survey response rate was great than 30%.</p>
<p>3.16a Rating: _____</p> <p>3.16b Rating: _____</p> <p>Overall Rating: _____</p> <p>Comments:</p>
<p>Source: Annual report, School parent satisfaction survey--overall satisfaction indicator</p>

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

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

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

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

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

1 = Does not meet standard

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

2 = Approaching standard

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

3 = Meets standard

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

4 = Exceeds standard

The school has systems with built in redundancies (multiple opportunities for reporting) to identify students needing support. The systems work reliably and are understood and used regularly by individuals throughout the system (teachers, paraprofessionals, administrators, counselors, parents, etc.).

When students are identified the systems in place move efficiently, taking hours or days to execute the needed support unless mandated timelines are longer. Communication within systems is reliable and internal/external stakeholders (teachers, school staff, parents, students) receive all necessary communication in a clear and timely fashion.

Rating:

Comments:

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

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

3.19a Processes to communicate academic performance and other pertinent school information that are accessible to families including the consideration of language needs (e.g. conferences).

3.19b 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.

3.19c Opportunities for parents/guardians to support their child’s education and/or the school (e.g. volunteering, parent organization, family events).

1 = Does not meet standard

- a. The school does not have a plan to communicate academic performance and other pertinent school information. Communication is not available in languages other than English.
- b. The school does the school have a plan to elicit feedback from families or the plan reaches only a limited set of families.
- c. Less than 25% of families/guardians participated in any engagement opportunity.

2 = Approaching standard

- a. The school has a plan to communicate academic performance and other pertinent school information, however the implementation of this plan is inconsistent or in the development phase.
- b. The school has a plan for eliciting feedback from families representing the broad school community, however, implementation of this plan is inconsistent or in the development phase.
- c. Between 25.1 - 40% of families/guardians participated in an engagement opportunity.

3 = Meets standard

- a. The school has a comprehensive plan to communicate academic performance and other pertinent school information with families, which is consistently executed. The plan includes an awareness of the language preferences and needs of families and strategies for providing communication multiple languages as needed.
- b. The school has a comprehensive plan to elicit feedback from all families. The plan includes an awareness of the language preferences and needs of families, strategies for providing

<p>communication multiple languages as needed and methods for ensuring representation from the broad school community.</p> <p>c. Between 40.1 - 55% of families/guardians participated in an engagement opportunity.</p>
<p>4 = Exceeds standard</p> <p>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.</p> <p>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.</p> <p>c. More than 55% of families/guardians participated in an engagement opportunity.</p>
<p>Rating a: _____ Rating b: _____ Rating c: _____ Overall Rating (average of a, b, and c): Comments:</p>
<p>Source: Site visits, ongoing correspondence, interviews</p>

<p>3.20 Is the school committed to creating a welcoming, inclusive, and equitable environment that is open to all students? This is evidenced by the following:</p> <p>3.20a. Marketing/outreach targets socioeconomically and racially diverse populations, which includes having materials available in multiple languages.</p> <p>3.20b. Enrollment policies and practices are accessible and transparent. Supports are available to families as needed to navigate the application and enrollment process.</p> <p>3.20c. The school demonstrates a commitment to cultivating a board and staff that is reflective of the student population.</p>
<p>1 = Does not meet standard</p> <p>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.</p> <p>b. Enrollment policies and practices are not transparent and/or result in accessibility barriers for low income students and students of color.</p> <p>c. The board and staff are not representative of the students the school serves.</p>
<p>2 = Approaching standard</p> <p>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.</p> <p>b. Enrollment policies and practices are transparent. However, families encounter challenges navigating the enrollment process.</p>

- c. While the board and/or staff are not representative of the students the school serves, the school is committed to recruiting board members and staff who are representative and has identified recruitment strategies to this end.

3 = Meets standard

- a. The school's marketing strategy includes an actionable plan to recruit students from diverse backgrounds and/or those who are low income. The plan is actively utilized. Materials are available in multiple languages.
- b. School enrollment policies and practices are clear and easily navigated by families. Methods for accessing support for families needing assistance are readily apparent.
- c. The school employs strategies to recruit and retain board members and staff who are representative of the student population. Board and staff composition reflect these efforts.

4 = Exceeds standard

NOT APPLICABLE

Rating a: _____

Rating b: _____

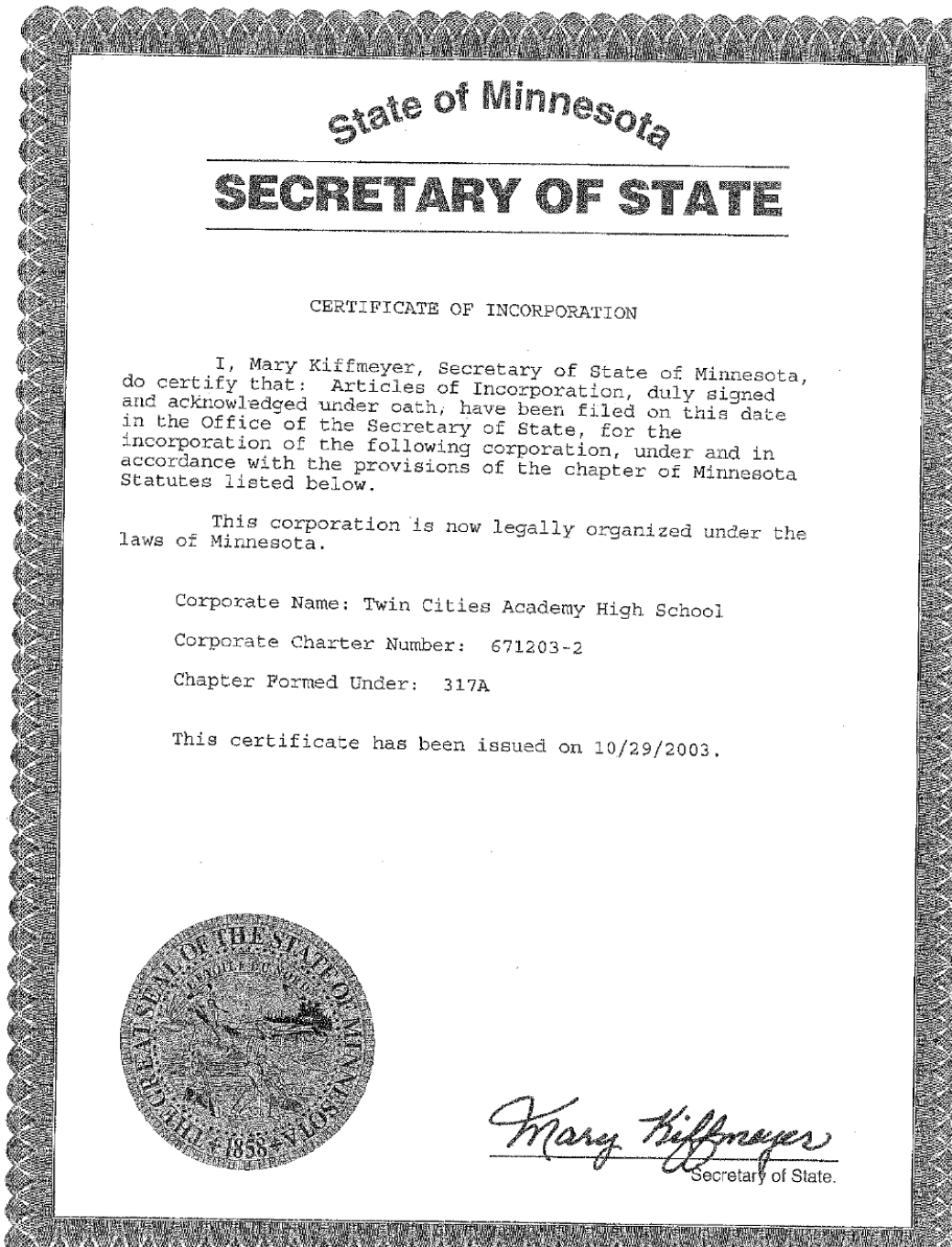
Rating c: _____

Overall Rating: _____

Comments:

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

Attachment #3 – Articles of Incorporation



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 Academy High School

Corporate Charter Number: 671203-2

Chapter Formed Under: 317A

This certificate has been issued on 10/29/2003.



Mary Kiffmeyer
Secretary of State.

Office of the Minnesota Secretary of State

Minnesota Nonprofit Corporation | Annual Renewal

Minnesota Statutes, Chapter 317A



Must be filed by December 31

Read the instructions before completing this form.

1. File Number: 5712_03_2 2. Governed Under the Laws of the State of: **MINNESOTA**

3. Corporate Name: (Required) Twin Cities Academy High School

4. Registered Office and Agent

Registered Office Address: (Required)

835 E 5th Street St. Paul MN 55106
Street Address (A PO Box is not acceptable) City State Zip

Registered Agent: (if applicable)

5. Name and business address of the Corporate President: (Required)

Gary Jader
Name

835 E 5th Street St. Paul MN 55106
Street Address City State Zip Code

Email Address for Official Notices

Enter an email address to which the Secretary of State can forward official notices required by law and other notices:

blueth@twincitiesacademy.org

Check here to have your email address excluded from requests for bulk data, to the extent allowed by Minnesota law.

List a name and daytime phone number of a person who can be contacted about this form:

Betsy Lueth 651-205-4797
Contact Name Phone Number

Entities that own, lease, or have any financial interest in agricultural land or land capable of being farmed must register with the MN Dept. of Agriculture's Corporate Farm Program.

Does this entity own, lease, or have any financial interest in agricultural land or land capable of being farmed?
Yes No

NOTICE: Failure to file this form by December 31 of this year will result in the dissolution of this corporation without further notice from the Secretary of State, pursuant to *Minnesota Statute* section 317A.823.

Nonprofit11ewa/Rev.6/112012



Work Item 672212900029
Original File Number 671203-2

STATE OF MINNESOTA
OFFICE OF THE SECRETARY OF STATE
FILED
05/14/2013 11:59 PM

Mark Ritchie

Mark Ritchie
Secretary of State

Attachment #4

BYLAWS OF TWIN CITIES ACADEMY

ARTICLE I 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 II PURPOSE; RENEWAL

Twin Cities Academy, a Minnesota nonprofit corporation, (referred to herein as the "**School**" or the "**Corporation**"), has as its purpose education within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, including but not limited to, the establishment of a charter school under the laws of the State of Minnesota.

ARTICLE III BOARD OF DIRECTORS

1. Board of Directors. Beginning with the creation of the Corporation, the affairs of the Corporation shall be managed by a Board of Directors until Directors as set forth herein.
2. Number of Directors.
 - a. The Board of Directors will consist of not fewer than five (5) nor more than twelve (12) unrelated Directors, excluding *ex officio* non-voting Directors, if any, as determined by the Board from time to time. The composition of the Board shall be in compliance with Minnesota Statutes Section 124E.07, Subd. 3, provided that in no circumstance will teachers comprise a majority of the Board of Directors. Notwithstanding the foregoing, the School will endeavor to maintain a Board of Directors that contains approximately 1/3 teachers, 1/3 parents, and 1/3 community members.
3. Advisors to the Board of Directors. The following may, at their option, sit as non-voting advisors *ex officio* to the Board of Directors:
 - a. The Corporation's Principal/Executive Director or chief administrator, and its Chief Financial Officer;
 - b. A representative of the Corporation's sponsoring institution, if the sponsoring institution so desires;
 - c. A representative of the Corporation's Parent-Teacher Organization, if any; and
 - d. A student of the School who is at least 16 years of age at the commencement of her or his service as an *ex officio* advisor to the Board of Directors.

4. Powers. The Board of Directors shall conduct or direct the affairs of the Corporation and exercise its powers, subject to the limitations of Minnesota Statutes Chapter 317A and Section 124E, the Articles of Incorporation, these Bylaws, and by any other controlling law. The Board of Directors may delegate the management of the activities of the Corporation to others. The Board may exercise all powers of the Corporation and perform all acts which are not prohibited by law, by the Articles or by these Bylaws, all as may be amended, including but not limited to the following specific powers:
- a. To select and remove officers, agents, and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;
 - b. To manage, and oversee the affairs and activities of the Corporation, and to make rules and regulations;
 - c. To enter into contracts, leases, and other agreements which are, in the judgment of the Board of Directors, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
 - d. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey, or otherwise dispose of such property;
 - e. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities;
 - f. . To indemnify (subject to limits stated in these Bylaws) and maintain insurance on behalf of any of its Directors, officers, employees, or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of Minnesota Statutes Chapter 317A and the limitations noted in these bylaws; and
 - g. To remove Directors.

5. Election of Board of Directors.

- a. *Staggered Terms.* The election of the Board of Directors shall be in compliance with Minnesota Statutes Section 124E.07. Except for *ex officio* non-voting Directors, the Board of Directors shall be divided into three (3) classes of Directors so that the terms of office of approximately one-third (1/3) of the Directors shall expire each year. The Board Secretary shall maintain a schedule of the classes and terms of office for all seats on the Board of Directors.
- b. *Eligible Voters and Voting.* To the extent required by applicable law, staff members and teachers who are employed by the Corporation, teachers providing instruction under a contract with a cooperative, existing Directors of the Corporation, and parents/legal guardians of students enrolled at the School, may participate in the election of Directors. An individual who falls into multiple categories (i.e. parent/legal guardian who is also an employee of the Corporation) shall have the right to exercise one (1) vote.

The Board of Directors will determine the method for voting, which may include in-person election, written ballots, email or online voting, telephonic voting, or other method, provided that the Board of Directors will endeavor to implement a method of voting that is reasonably likely to enable participation by the maximum number of eligible voters.

- c. *Nomination Process.* Not less than ninety (90) days prior to the election, the Governance Committee shall solicit applications for all of the Director positions to be filled at the next election. No applicant will be eligible to run for a Director position if, at the time of application (i) such person is under the age 21, (ii) such person is enrolled as a student in the School, (iii) such person is a former employee of the School whose employment contract expired and was not renewed, or whose employment was terminated, or (iv) such person, or an immediate family member of such person, has been a party to litigation or legal action adverse to the School (but not including legal claims instituted by a parent of a student at the School that involve the student's education) at any time during the five (5) year period prior to the application. The Governance Committee shall compile a list of nominees with a brief statement of their qualifications, and provide the list to the Board of Directors and all eligible voters at least ten (10) days prior to the election.

6. Term of Office.

- a. Newly elected Directors will be sworn into office at the regularly scheduled Board meeting in August. The term of office for each Director will commence at the time of swearing into office, and the term of office for each outgoing Director will expire at the time the newly elected Director is sworn into office.
- b. All Directors shall hold office for three (3) years from the time of their election and thereafter until their respective successors are chosen and qualified or until their earlier death, resignation or removal from office, provided, however, that:
 1. A parent/legal guardian may serve as a Director only so long as the parent/legal guardian has a child enrolled at the Corporation.
 11. A teacher employed by the Corporation may serve as a Director only so long as he/she is an employee of the Corporation. If an employee of the Corporation also has a child who is a student of the Corporation, such employee is eligible to hold a teacher Director position, but ineligible to hold a parent Director position.
 111. A Director appointed to fill a vacancy shall hold office until the expiration of the term of vacated office. A Director elected to fill a vacancy at the election shall hold office until the next election of members of the class of Directors which contains the vacancy.

7. Tenn Limits. No person may hold office of Director for a period longer than two (2) consecutive three-year terms.

8. Resignation of a Director. 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. Unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

9. Removal of Directors. A Director may be removed with or without cause as provided by Chapter 317A of the Minnesota Statutes by an affirmative vote of two-thirds (2/3) of the Directors then in office excluding the Director proposed for removal. The Board of Directors may remove any Director who has failed to attend two or more of the Board's regular meetings without good excuse in any fiscal year.
10. Vacancies. A Board vacancy shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased. Unless otherwise provided by Minnesota Statutes Section 317A.227, any vacancy on the Board of Directors shall be filled by the appointment of a new Director by the affirmative vote of a majority of the Directors present at a duly noticed meeting, even if less than a quorum. The Governance Committee shall nominate candidates and make recommendations to the Board to fill vacancies on the Board; provided, however that the Board may also consider candidates other than those nominated and/or recommended by the Governance Committee to fill a vacancy. A Director filling a vacancy shall hold office as set forth in Section 6 of this Article III. •
11. Compensation. Directors shall not receive compensation for their services, however, the Directors of the Corporation may be reimbursed for reasonable out-of-pocket expenses incurred by them in rendering services to the 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 interests of the Corporation. Notwithstanding the foregoing, Directors who are also employees of the Corporation shall be entitled to reasonable compensation for services rendered to the Corporation as employees; if permitted by applicable law provided that no part of the compensation of an employee of the Corporation shall be compensation for services as a Director.

ARTICLE IV

MEETINGS OF THE BOARD OF DIRECTORS

1. Open Meetings. Meetings of the Board of Directors and all Standing and Ad Hoc Committees shall comply with the Minnesota Open Meeting Law, Minnesota Statutes Section 13D, as amended; provided, however, that if a committee does not contain a majority of the Directors of the Corporation, or if such committee is not empowered to make decisions on behalf of the Board of Director, such committee is not obligated to comply with the Open Meeting Law.
2. Place of Meetings. Board meetings may be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate. Directors may participate in meetings via telephone, interactive teleconference, or other electronic means, as permitted by Minnesota Statutes Section 13D, as amended from time to time.
3. Regular Meetings. Regular meetings shall be held each month at such times as are set on the school calendar adopted annually by the Board of Directors. The Board of Directors shall meet no less than ten (10) times per fiscal year.
4. Special Meetings. Special meetings of the Board of Directors may be called at any time for any purpose by the Board Chair. The Board Chair shall call a special meeting of the Board of Directors upon the written request of one-third (1/3) of the Directors.
5. Cancellation of Meetings. The Board Chair may cancel a meeting with reasonable cause.
6. Adjournment. A majority of the Directors present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place. Notice of the time and place of holding an

adjourned meeting need not be given if the time and place be fixed at the meeting adjourned and recorded in the minutes of that meeting.

7. Notices of Meetings. Notices of meetings of the Board meetings shall be given as follows:
 - a. *Regular Meetings.* A schedule and the location of regular meetings of the Board shall be provided to each Director and shall be kept on file at the Corporation's principal office. If the Board holds a regular meeting at a time or place different from the time or place stated in its schedule of regular meetings, the same notice shall be given as if the meeting were a special meeting pursuant to paragraph b below.
 - b. *Special Meetings.* Written notice of the date, time, place and purpose of a special meeting shall be delivered to each Director, posted on the principal bulletin board of the Corporation and mailed or otherwise delivered to each person who has filed a written request for notice of special meetings with the Secretary. This notice shall be posted and mailed or delivered at least three (3) business days before the day on which the meeting is to be held.
 - c. *Other Methods.* Notice to Directors shall be delivered personally, sent by facsimile communication, sent by electronic mail, posted on an electronic network together with a separate notice to the Director of the specific posting, mailed, first class, postage prepaid, or such other methods as are fair and reasonable as determined in the sole discretion of the Secretary of the Corporation. Whenever written notice to Directors provides less than five (5) days' prior written notice of the meeting, excluding the date of the meeting, reasonable effort shall be made to notify Directors by telephone of the meeting at the time of giving written notice, but the failure to contact any Director(s) by telephone shall not affect the validity of the meeting or any action taken at such meeting. The Corporation may provide such other notices of meetings to parents/legal guardians of students enrolled at the Corporation, employees of the Corporation, and other members of the public, as the Secretary or the Board may from time to time determine.
8. Actual Notice. If a person receives actual notice of a meeting of the Board at least twenty-four (24) hours before the meeting, all notice requirements of this Article are satisfied with respect to that person, regardless of the method of receipt of notice.
9. Waiver of Notice. Any Director may waive notice of any meeting of the Board of Directors in writing before, at or after a meeting. The attendance of a Director at any meeting shall constitute a waiver of notice of such meeting, unless he or she objects at the beginning of the meeting to the transaction of business because the meeting is not lawfully called or convened and does not participate in the meeting. The waiver shall be filed with the person who has been designated to act as secretary of the meeting, who shall enter the waiver upon the records of the meeting.
10. Agendas for Meetings. The Executive Director of the Corporation, in consultation with the Board Chair, shall set the agendas for meetings of the Board of Directors. Any Director, parent/legal guardian of a student enrolled in the Corporation, employee of the Corporation, or student enrolled in the Corporation may request that an item be placed on the agenda of the next regular Board of Directors meeting by contacting the Board Chair or Chair-elect in writing, by phone, or via email with such request not less than five (5) days prior to the scheduled meeting.
11. Public Comment at Meetings. A reasonable time shall be reserved at each regular meeting for comments and requests for business to be brought before the Board by parents/legal guardians of

students enrolled in the Corporation, employees of the Corporation, students enrolled in the Corporation, and interested community members. The Board Chair may reasonably limit individual speaking times.

12. Closed Meetings. The Board may close a meeting to evaluate the performance of an individual who is subject to its authority, including but not limited to employees of the Corporation, or as otherwise permitted by law or the attorney-client privilege. If a meeting is closed to evaluate the performance of an individual, prior to closing the meeting, the Chair shall identify the individual to be evaluated and at the next open meeting, the Chair shall summarize the Board's conclusions regarding the evaluation; provided, however, that the meeting must be open at the request of the individual who is the subject of the meeting. The Board shall close a meeting if expressly required by law or to discuss information that would identify alleged victims or reporters of criminal sexual conduct, domestic abuse, or maltreatment of minors or vulnerable adults, active investigation data as defined in Minnesota Statutes Section 13.82, or educational data that is not public under Minnesota Statutes Section 13.32. The Board shall also close a meeting for preliminary consideration of allegations or charges against an individual subject to its authority; provided, however, that if the Board determines discipline may be warranted as a result of such allegations or charges, further meetings related to such allegations or charges shall be open, and all meetings related to such allegations or charges shall be open at the request of the person who is the subject of such allegations or charges. Before closing a meeting, the Board shall state on the record the specific grounds permitting the meeting to be closed and describe the subject to be discussed.
13. Minutes. The minutes of meetings of the Board shall record all votes taken at the meeting. The minutes shall record the vote of each Director on appropriations of money, except for payment of judgments and amounts fixed by statute. After the Minutes have been reviewed and approved by the Board, minutes of Board meetings shall be open to the public during all normal business hours where records of the Corporation are kept, and will be posted on the Corporation's web site.
14. Public Copies of Directors' Materials. Unless a meeting is closed pursuant to Section 13, at least one copy of any printed materials relating to the agenda items of the meeting prepared or distributed by or at the direction of the Board or its employees and distributed at, before or available during the meeting to all Directors shall be available in the meeting room for inspection by the public while the Board considers their subject matter. This section does not apply to materials classified by law as other than public, or to materials relating to the agenda items of a closed meeting.

ARTICLE V
ACTION BY THE BOARD OF DIRECTORS

1. Quorum. A quorum consists of a majority of the Directors currently in office.
2. Action by the Board. The actions done and decisions made by a majority vote of the Directors present and entitled to vote at a meeting duly held at which a quorum is present are the actions and decisions of the Board of Directors unless a greater or lesser vote is required for the specific action as set forth in these Bylaws, the Articles of Incorporation, or by law. The Board of Directors may continue to transact business at a meeting at which a quorum was originally present, even though Directors withdraw, provided that any action taken is approved by at least a majority of the quorum required. Each Director shall have the power to exercise one (1) vote on

all matters to be decided by resolution of the Board of Directors. Voting by proxy shall not be allowed.

ARTICLE VI
COMMITTEES AND PURPOSE

- I. Standing Committees. The Board of Directors may maintain committees, including, without limitation, the following committees:
 - a. *Governance Committee.* The Governance Committee has oversight and can make recommendations with regard to school policies and all governance matters including, but not limited to: board recruitment, development and evaluation; recommendations with regard to responsibilities and duties of school leadership positions and oversight of evaluations of school leaders, and other duties as deemed appropriate by the Board.
 - b. *Budget and Finance Committee.* The Budget and Finance Committee shall be responsible for presenting an annual budget to the Board of Directors, making recommendations to the Board of Directors on long-range financial and facilities planning, monitoring contracts for bookkeeping services, ensuring compliance with state financial procedures, and such other duties as are deemed appropriate and necessary by the Board of Directors. The Budget and Finance Committee shall be chaired by the Treasurer.
 - c. *Executive Committee.* The Executive Committee shall consist of the Chair of the Board, Vice Chair of the Board, as well as the Treasurer and Secretary. The Executive Committee will meet when necessary or at the request of the Principal/Executive Director.
2. Election and Removal of Standing Committee Chairs. Except for those standing committee chairs designated in Section I above, standing committee chairs shall be elected and removed in the same manner as officers of the Corporation.
3. Ad Hoc Committees. The Board of Directors may, at its discretion, create *Ad Hoc* Committees to address specific subjects of concern to the Board. The resolution creating a committee shall specify the purpose, duration, powers and responsibilities of the committee. The Board of Directors shall appoint a chair, who may, but need not be a Director. The Board of Directors may remove an Ad Hoc committee chair at its discretion.
4. Advisory Committees. The Board of Directors may, at its discretion, create Advisory Committees to keep the Board informed and to make recommendations on an ongoing basis in any area of the operation and management of the Corporation that it deems desirable. The resolution creating the committee shall specify the purpose, duration, powers and responsibilities of the committee. The Board of Directors shall appoint a chair, who may, but need not be a Director. The Board of Directors may remove an Advisory committee chair at its discretion.
5. Committee Membership. Except as otherwise specified in these Bylaws, the chair of any Standing, Ad Hoc, or Advisory Committee of the Board may determine the membership of such committee with the advice and consent of the Board of Directors. Each committee chair shall maintain a record of the voting members of the committee and shall submit such records to the Secretary of the Corporation.

6. Action by Committees. 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. Committee actions are considered recommendations until approved by the full Board of Directors.
7. Committee Meetings. The activities of all committees of the Corporation shall be conducted in such manner as will advance the best interests of the Corporation. Except as specifically set forth herein, the provisions of these Bylaws shall apply to committees and members thereof to the same extent they apply to the Board of Directors and Directors. Article IV, Sections 1, 8, 13 and 15 (regarding open meetings and notice thereof) shall not apply to committee meetings except as the committee may from time to time determine. Each committee shall meet at such times and places as provided by its rules or by resolution of the Board of Directors. Notice of committee meetings shall be given to each committee member at least three (3) days in advance of the meeting by such methods of delivery set forth in Article IV, Section 8(d), except that if the time, date and location of a committee meeting was announced at a previous committee meeting, no notice is required. The meetings of all committees shall be open to attendance and participation by all Directors, but only members of the committee may vote. Committee chairs shall submit minutes of all committee meetings to the Secretary of the Corporation, which minutes shall be open to inspection as set forth in Article IV, Section 14.
8. Quorum. A quorum for any committee meeting shall be a majority of the voting members of the committee of record.
9. Control by the Board of Directors. Each committee shall be under the direction and control of the Board of Directors and shall keep regular minutes of their proceedings, and all actions of each committee shall be reported to the Board of Directors and shall not be effective until approved by the Board, subject to revision and alteration by the Board of Directors.

ARTICLE VII

PARLIAMENTARY AUTHORITY

Meetings of the Board of Directors, board standing committees and ad hoc sub committees shall be conducted in an organized manner. Meeting procedure will allow for free exchange of information. Actionable items will be voted upon with a majority of greater than 50% of members participating in the meeting required for passage.

ARTICLE VIII

OFFICERS AND DUTIES

1. Officers. The officers of the Corporation shall consist of a Chair, Vice Chair, Secretary and Treasurer.
 - a. *Chair.* The Chair shall:
 1. Act as the chair of the Board of Directors and exercise the functions of the office of the President of the Corporation;
 11. Preside at all meetings of the Board of Directors or arrange for another officer to preside in the following order: Chair-elect, Secretary, Treasurer;

- 111. 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;
 - 1v. Sign and deliver, in the name of the Corporation, all deeds, mortgages, bonds, contracts, or other instruments requiring an officer's signature, with the advice and consent of the Board of Directors;
 - v. Have the general powers and duties usually vested in the office of the president; and
 - vt. Have such other powers and perform such other duties as are prescribed by Minnesota Statutes, Section 317A.305, subd. 2, and as the Board of Directors may from time to time prescribe.
- b. *Vice Chair.* The Vice Chair shall:
- 1. Preside at all meetings of the Board of Directors that the Chair is unable to attend, or arrange for another officer to preside in the following order: Secretary, Treasurer;
- c. *Secretary.* The Secretary shall maintain the office of the Corporation and shall:
- 1. Be responsible for keeping records of Board actions, including overseeing the taking of minutes at all Board meetings;
 - 11. Give, or cause to be given, notice of all meetings of the Board of Directors;
 - 111. Distribute copies of minutes and agendas to all Board members;
 - 1v. Maintain the documents and records of the Corporation; and
 - v. Perform such other duties as may be prescribed by the Board or the Board Chair from time to time,
- d. *Treasurer.* The Treasurer shall:
- t. Perform the duties of Chief Financial Officer of the Corporation;
 - 11. Make a report on the Corporation's finances and all transactions made as Chief Financial Officer at each regular Board meeting;
 - 111. Chair the Board's Budget and Finance Committee;
 - 1v. Oversee accurate accounts of all monies of the Corporation received or disbursed;
 - v. Verify the deposit of 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;
 - vl. Have the care and custody of the corporate funds and securities;

- v11. Disburse the funds of the Corporation as ordered by the Board of Directors, making proper vouchers therefore; and
- v111. Perform such other duties and have such other powers as may from time to time be prescribed by the Board of Directors or by the Board Chair.

2. Election, Eligibility and Term of Office.

- a. *Election.* The Board of Directors shall elect a Chair, Vice Chair, a Secretary and a Treasurer annually at a regular meeting designated for that purpose, or at a special meeting for that purpose, except that officers elected to fill vacancies shall be elected as vacancies occur.
- b. *Eligibility.* An officer shall be a Director unless this requirement is waived by a vote of a majority of Directors then in office.
- c. *Term of Office.* Terms of office shall be for one (1) year beginning June 1st in the year elected.

3. Term Limits. No person may hold a Board officer position for a period longer than two (2) consecutive one-year terms.

4. Removal and Resignation. The Board of Directors may remove an officer, either with or without cause, at any time, by an affirmative vote of two-thirds (2/3) of the Directors currently in office. An officer may resign at any time by giving written notice to the Board of Directors, the resignation taking effect on receipt of notice or at a later date as specified in the notice.

ARTICLE IX
RESPONSIBILITIES OF DIRECTORS

1. Duty of Care.

- a. *Performance of Duties.* Each Director shall perform all duties of a Director, including duties on any Board Committee, in good faith, in accordance with the mission of the Corporation, in a manner the Director believes to be in the Corporation's best interest and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
- b. *Reliance on Others.* In performing the duties of a Director, a Director shall be entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, presented or prepared by:
 - 1. One or more officers or employees of the Corporation whom the Director believes to be reliable and competent in the matters presented;
 - 11. Legal counsel, independent accountants, or other persons as to matters that the Director believes are within the person's professional or expert competence; and
 - 111. A Board Committee, on which the Director does not serve, as to matters within its designated authority, provided the Director believes the Committee merits confidence and the Director acts in good faith, after reasonable inquiry when the

need is indicated by the circumstances, and without the knowledge that would cause such reliance to be unwarranted.

- c. *Investments.* In investing and dealing with all assets held by the Corporation for investment, the Board of Directors shall exercise the standard of care described above and avoid speculation, looking instead to the permanent disposition of funds, considering the probable income, as well as the probable safety of the Corporation's capital. The Board of Directors may delegate its investment powers to others, provided that those powers are exercised with the ultimate direction of the Board of Directors. No investment violates this section where it conforms to provisions authorizing such investment contained in an instrument or agreement pursuant to which the assets were contributed to the corporation.
- d. *Rights of Inspection.* Every Director has the right to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state, or local law.
- e. *Participation in Voting.* Every Director has the right to participate in the discussion and vote on all issues before the Board of Directors, except as provided in a Conflicts of Interest Policy adopted by the Board of Directors.
- f. *Responsibilities of a Board Member.*
 - i. Uphold the mission of the Corporation;
 - ii. Come to meetings well-prepared and informed;
 - iii. Support the Corporation by attending Corporation events and participating in Corporation activities;
 - iv. Respect confidentiality;
 - v. Understand long-range effects of decisions;
 - vi. Maintain up-to-date knowledge of activities;
 - vii. Visit the school to see its impact first-hand;
 - viii. Act in the best interests of the Corporation as a whole; and
 - ix. Promote the Corporation within the community.

ARTICLE X
NON-LIABILITY OF DIRECTORS

The Directors shall not be personally liable for the Corporation's debts, liabilities, or other obligations. All persons, corporations, or other entities extending credit to, contracting with, or having any claim against, the Corporation, may look only to the funds and property of the Corporation for the payment of

any such contract or claim, or for the payment of any debt, damages, judgment, or decree, or of any money that may otherwise become due to them from the Corporation.

ARTICLE XI
INDEMNIFICATION OF CORPORATE AGENTS

Each director, officer and employee of the Corporation, past or present, and each person who serves or may have served at the request of the Corporation as a director, officer, partner, Director, employee, representative, or agent of another organization or employee benefit plan, and the respective heirs, administrators and executors of such persons, shall be indemnified by the Corporation in accordance with, and to the fullest extent permitted by, Minnesota Statutes Section 317A.521 (or successor statute); provided that the foregoing shall not limit liability of a Director to the Corporation under Minnesota Statutes Section 124E.07, Subd. 3(c). The Corporation shall not be obligated to indemnify any other person or entity, except to the extent such obligation shall be specifically approved by resolution of the Board of Directors. The Corporation shall have the power to advance such person's expenses incurred in defending any such proceeding to the maximum extent permitted by law. This section is and shall be for the sole and exclusive benefit of the individuals designated in this Article and no individual, firm, or entity shall have any rights under this Article by way of assignment, subrogation, or otherwise, whether voluntarily, involuntarily, or by operation of law.

ARTICLE XII
INSURANCE

The Corporation shall purchase and maintain insurance on behalf of any person who is or was a Director or an officer 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 (or successor statute), the Articles of Incorporation, or these Bylaws.

The Corporation may purchase and maintain insurance on behalf of any person who is or was an employee or agent of the Corporation against any liability asserted against or incurred by such person in his or her official capacity arising out of that status whether or not the Corporation would have the power to indemnify such person(s) against liability under Minn. Stat. Section 317A.521 or successor statute, the Articles of Incorporation or these Bylaws.

ARTICLE XIII
SELF-DEALING TRANSACTIONS AND CONFLICTS OF INTEREST

The Board of Directors shall adopt Conflicts of Interest Policy applicable to all Directors and Officers consistent with Minnesota Statutes Section 124E.07, Subd. 3(b) and Section 124E.14. Each Director and Officer shall promptly complete and forward to the Board such annual or more frequent written disclosures as may be required from time to time by board resolution and/or policy.

ARTICLE XIV
FINANCIAL MATTERS

- I. Fiscal Year. The fiscal year of the Corporation begins on July 1 of each year and ends on June 30 of the following year.
2. Execution of Instruments. Except as otherwise provided in these Bylaws, the Board of Directors may adopt a resolution authorizing any officer or agent of the Corporation to enter into any

3. Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders of the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Chair, the Chair-elect, the Treasurer, the Secretary, or the Corporation's School Director.
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.
5. Corporate Seal. The Corporation shall not have a corporate seal.
6. Documents Kept at Registered Office. The Board of Directors shall cause to be kept at the registered office of the Corporation originals or copies of:
 - a. Records of all proceedings of the Board of Directors and all Board committees;
 - b. Records of all votes and actions of the Directors;
 - c. All financial statements of the Corporation; and
 - d. Articles of Incorporation and Bylaws of the Corporation and all amendments and restatements thereof.

ARTICLE XV
ADOPTION AND AMENDMENT OF BYLAWS

1. The Corporation's governance model as set forth in these bylaws and/or otherwise required by law may be changed only by a majority vote of the Board of Directors and otherwise in accordance with applicable law. These bylaws may only be amended by an affirmative vote of at least 2/3 of the directors holding office at the time of such vote.
2. Any change in board governance shall conform to the board structure set forth in Minnesota Statutes Section 124E.07, as amended.

ARTICLE XVI
MISCELLANEOUS PROVISIONS

- I. Construction and Definitions. These Bylaws shall be construed to conform to the laws of the State of Minnesota.
2. Interpretation. Any provision of these Bylaws which turns out to be prohibited or unenforceable under Minnesota law shall be ineffective to the extent of such prohibition or unenforceability without invalidating any other provision of the Bylaws. These Bylaws shall also be construed in

a manner which renders their provisions valid and enforceable to the maximum extent (not exceeding their express terms), under applicable law.

Attachment #5: Admissions Policy and Procedures

Twin Cities Academy

Enrollment Policy

Enrollment Eligibility: Enrollment at Twin Cities Academy is open to any child who resides in a Minnesota school district. Twin Cities Academy does not discriminate on the basis of race, color, creed, religion, national origin, gender, status with regard to public assistance, disability, sexual orientation, age, nor any other protected class. The school district also makes reasonable accommodations for students with disabilities, special needs, and limited English proficiency.

Each school year, the Board:

- a. Establishes by October 1st the open enrollment period applicable to the following school year's admissions
- b. Publishes by October 1st:
 - i. Twin Cities Academy's enrollment application applicable to the following school year, and
 - ii. This Admissions and Lottery Policy.
 - iii. The Open Enrollment period is from October 1st until the end of February, at 4 p.m. on the date prior to the established Lottery date. The date of the lottery is established by the school board prior to October 1st.
- c. Establishes and publishes by February Board Meeting the Available Enrollment by Grade applicable to the following school year. Available Enrollment by Grade will be established as a set number for each grade; however, the school will grant automatic enrollment/over-enrollment to currently enrolled students. Siblings of currently enrolled students and children of staff employed at the school are subject to the sibling lottery and staff-children preference subject to capacity. A staff member eligible for an enrollment preference for their child, including a foster child, must be an individual employed at the school whose employment is stipulated in advance to total at least 480 hours in a school calendar year.
- d. Per MN Statute, section 124.E 11, paragraph (c) Twin Cities Academy shall give enrollment preference to a sibling of an enrolled pupil and to a foster child of that pupil's parents.
- e. General Lottery: If the number of applications received during the open enrollment period exceeds available capacity established by the Board for any grade, the school conducts a general lottery. All applications for each such

grade(s) 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 capacity as determined by the Board for the applicable grade(s). If all available capacity in any grade is filled, the lottery continues and establishes the general waiting list for each such grade in the order drawn, until all applications are drawn. If a student is admitted through the general lottery and that student has one or more siblings in other grades also subject to a lottery, those siblings are automatically admitted once the student becomes an enrolled student.

- f. Twin Cities Academy enrollment and lottery policy will be in compliance with current MN statute 124E.11.

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.

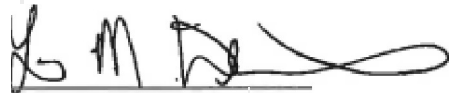
(b) No award for damages on any such claim shall include punitive damages.

Attachment #7

Compliance Agreement

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


Name, Board Chair



Name, Board Treasurer


Name, Board Treasurer Tim Becken


Name, Board Member ANDREW NG


Name, Board Member Eric Engquist


Name, Board Member Adam Grooder


Name, Board Member Ofir Germanic

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

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

ACCOUNTABILITY SYSTEM

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

UST uses a standard charter contract with unique, school-specific terms that capture different approaches to achieving student success. The individuality of each school will be preserved in the Accountability System and self-reporting on the results of its respective outcomes through Annual and additional reports as described in the Oversight System section. Authorizer reporting on school outcomes will take place annually and will be in alignment with the goals set forth through the Accountability System. UST will report findings to the school's leader and board and encourage constructive dialogue on continuous improvement efforts.

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

Pre-Operational Schools

New schools in their pre-operational year are subject to a detailed Ready-to-Open (RTO) Process. UST is dedicated to collaborating with accepted charter school founding teams to ensure the realization of the high quality, successful schools envisioned during the application process. The pre-operational period is a critical time in which the school is laying the foundation for future performance. As such, UST is committed to working closely with school founders throughout the planning year to ensure that all Ready-to-Open (RTO) benchmarks are met and the school is prepared to open successfully.

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

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

- Staffing

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

Due to the broad scope of activities and the modest number of players involved in seeing them through, UST has organized a charter school’s start-up year into a calendar and Ready-to-Open Checklist. Progress and completion of Ready-to-Open Checklist items will be reviewed regularly through the Pre-Operational Oversight process outlined in the UST Charter School Authorizing Program Manual and culminate with a Ready-to-Open meeting and the final decision regarding readiness to open.

OVERSIGHT SYSTEM

Reporting

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

MN Statute 124E.16, subd. 2(a) states, “A charter school must publish an annual report approved by the board of directors. The annual report must at least include information on school enrollment, student attrition, governance and management, staffing, finances, academic performance, innovative practices and implementation, and future plans. A charter school may combine this report with the reporting required under section 120B.11 governing the world's best workforce. A charter school must post the annual report on the school's official website. A charter school also must distribute the annual report by publication, mail, or electronic means to its authorizer, school employees, and parents and legal guardians of students enrolled in the charter school. The reports are public data under Chapter 13.”

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

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

Site Visits

One of the most important ways UST gathers information about the schools it authorizes is through on-site visits. Site visits allow the authorizer to observe the school in action firsthand, hear directly from all key stakeholders, and corroborate school-reported information and data. UST conducts three different types of site visits: Formal, End of Term, and Monitoring. The Formal and End of Term site visits will follow a more structured protocol, and will produce written and oral feedback to the school staff and board. UST will also make informal monitoring visits to schools for follow-up oversight, special events, and check-ins.

Formal Site Visit

Conducted in the fall of each year to assess the implementation of school-opening procedures and to discuss progress toward meeting academic, financial, governance, and operational goals. Formal Site Visits are typically conducted by a single UST staff member who interviews key stakeholders, conducts classroom observations, and attends a board meeting. Written feedback will be provided to the Board of Directors and school leadership.

End of Contract Term Site Visit

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

On-going Monitoring Site Visit

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



Notice of Contract Renewal

March 3, 2023

Twin Cities Academy
Board of Directors
690 Birmingham Street
St. Paul, MN 55106

Dear Board of Directors and Executive Director Lueth,

This letter serves as a notice of charter contract renewal for Twin Cities Academy. The University of St. Thomas is pleased to extend a five-year contract to Twin Cities Academy as a result of the school's performance in academics, finance, and governance. A template of the proposed contract and accountability measures are included for your review. We will work with you as needed to make any necessary revisions and prepare a final contract for approval at your May board meeting.

Attached you will find the University of St. Thomas' evaluation of Twin Cities Academy's performance over the contract period. The scores issued in the evaluation report are calculated using data collected in the school's annual report and audit, authorizer site visits, financial statements, board packets, board observations, and other documentation provided by the school and MN Department of Education.

While St. Thomas strives to use the most accurate and up-to-date information available to construct these evaluations, we recognize that the practices of each school are constantly evolving and changing. To this end, we hope that this document serves not only to provide feedback to the school's board and leadership, but also to open a dialogue which may deepen our understanding of the school's operations.

It is also important to note that the contractual goals set forth for Twin Cities Academy at the start of SY2019 were crafted and adopted during a time when the school looked very different than it does today. Over the contract period the school has not only weathered a historical global pandemic, it has also undergone a rapid demographic shift. At the close of SY2018 less than half (46%) of students qualified for free or reduced price lunch; 12.5% qualified for special education services, and only 7.5% of students were identified for English learner services. Today, nearly 80% of students qualify for free or reduced price lunch; 17.2% qualify for special education services, and 17% of students receive English learner services.

While St. Thomas views this shift in demographics as a sign of the school’s successful efforts to welcome and serve every student, it also means the school has had to respond swiftly to changing student needs on top of the numerous challenges of navigating a pandemic. Though tremendously difficult, St. Thomas believes that Twin Cities Academy is in a healthy position to continue assisting students in making up ground lost during the pandemic based on a strength that has been evident throughout the contract—the school’s ability and willingness to evolve to meet the needs of its students (or a moment in history) while remaining fully committed to its mission. Thank you for your commitment to high quality education!

To assess the performance of the school, St. Thomas rates indicators in three major categories: Academic Performance, Financial Viability, and Organizational 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 its charter contract. The assessment system uses the following four-point scale:

- 4 = Exceeds Standard
- 3 = Meets Standard
- 2 = Partially Meets Standard
- 1 = Does Not Meet Standard

Below is a brief summary of the school’s performance in each of the three categories. Detailed feedback on the school’s performance is included in the attached rubric. Keep in mind that St. Thomas expects its schools to achieve scores of 3, Meets Standard, in all areas and that achieving an overall score of 4, Exceeds Standard, is not possible as some compliance-based measures are only eligible for 3 points.

Academic Performance – Is the learning program a success?

Overall Scores: SY19 – 2.91 SY20 – 2.5 SY21 – 3.0 SY22 – 2.5 SY23 – 2.3
Note that quantitative academic data lags by one year, so the SY19 evaluation included SY18 academic data; SY20 included SY19 data, etc. In the SY2021 evaluation and SY2022 evaluation many indicators were unable to be scored due to lack of data from the pandemic and a ‘hold harmless’ year as testing resumed. These two years’ evaluations only include indicators based on non-standardized instrument data due to the impacts of the pandemic and low participation rates from many comparison schools/districts. The SY2023 evaluation, including SY2022 standardized assessment results, was scored as usual.

Over the contract period TCA’s academic performance was somewhat uneven, particularly due to the interruptions caused by the pandemic. The school generally demonstrated more strength in reading than in math, particularly in more recent years. The school’s renewal application laid out a number of strategies and efforts being undertaken to assist students in recovering credits and accelerating growth. St. Thomas believes appropriate measures are being taken to support student academic growth and it is notable that the most recent year’s MCA data (SY2022) showed students performing at or slightly above the level of their demographically comparable schools and resident district.

Time spent observing classrooms both physical and remote over the contract period was generally noted as positive, with warm rapport between students and teachers. Student focus group participants noted that they generally enjoy school, believe they are getting a good education, and feel proud of the work the school has done to advance equity and social justice. Students also noted that while the curriculum is often challenging, they can always ask peers/teachers/classroom support personnel for help.

Financial Viability – Does the school exhibit strong financial health?

Overall Scores: SY19 – 3.13 SY20 – 3.38 SY21 – 3.31 SY22 - 3.25 SY23 - 3.13

Over the course of the contract, Twin Cities Academy demonstrated strong fiscal health in terms of budgeting, interest and investment by board members, and maintenance of a strong, knowledgeable administrative team and external financial management firm. These factors, coupled with internal policies, practices, and controls resulted in clean, unqualified audits in four out of five years. All board members attend initial financial training in a timely fashion the school’s administrative team and board act quickly to modify budgets if needed. This approach has resulted in a reasonable fund balance and stability for the school. Audits have been completed on time, even when short staffing and difficulties within the independent auditors’ office necessitated extra work on the part of the school.

Organizational Aptitude – Is the organization effective and well run?

Overall Scores: SY19 – 3.05 SY20 – 2.94 SY21 – 3.0 SY22 - 3.06 SY23 - 3.13

Twin Cities Academy is competently governed and managed with a strong and stable leadership team. As noted in years past, key board functions such as budget approval, financial oversight, school leader evaluation, ongoing board training, and strategic planning happen on a regular basis and using a thoughtful process. Board packets are distributed well in advance of meetings, and the board is thoughtful and careful about meeting the requirements of MN’s Open Meeting Law.

Another sign of organizational strength over the contract period is parent satisfaction rates with 85% or more indicating that they are satisfied with the school overall in each year with available data. Although data was not available for SY2023, staff retention in SY2021 and SY2022 was also strong--a major feat in the midst of a particularly difficult and widespread teacher shortage.

As noted throughout the contract period, the school’s long record of organizational excellence is the result of consistent and dedicated attention by skilled professionals and should be a source of pride to all affiliated with the school.

Closing and Follow-up Requests

The detailed rubric accompanying this letter provides scoring and additional commentary on each measure embedded in the school’s contract with St. Thomas and represents our assessment of the school’s performance in each year of the contract period.

The University of St. Thomas is proud to authorize Twin Cities Academy and commends its efforts to provide Minnesota students with a high-quality education. It has been a pleasure getting to work with you all over the past (many) years, and I look forward to those yet to come!

Sincerely,



Molly McGraw Healy
Director of Charter Authorizing
University of St. Thomas

Evaluation Rubric

The University of St. Thomas (UST) has developed an assessment system that will be used whenever formal decisions are made about the effectiveness of a charter school in meeting its stated mission and objectives as well as the expectations included in the Evaluation Framework which, together with the Evaluation Rubric, make up the UST Accountability System.

This form will be used by authorizing program staff and by the UST Charter School Accountability System to assess the school's suitability for Contract Renewal. Additionally, this form is to be used to evaluate any charter school seeking Change of Authorizer Status.

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

The assessment system uses a four-point scale:

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

SECTION I – IS THE LEARNING PROGRAM A SUCCESS?

1.1 Northstar/State Accountability System Goal: Minnesota uses the North Star system to identify schools and districts for support. Has the school been identified as in need of support? If so, is the school using the resources and supports available to create a plan for success?

1 = Does not meet standard The school has been identified for either targeted or comprehensive support but is not using the resources and supports available. No plan is in place.

2 = Approaching standard The school has been identified for either targeted or comprehensive support and has utilized resources and supports available to create a plan; however, the plan does not appear to be comprehensive or likely to impact student success.
3 = Meets standard The school has been identified for either targeted or comprehensive support and has created a high quality plan. OR The school has not been identified as in need of support.
4 = Exceeds standard Not Applicable
SY2023 Rating: 3
Comments: TCA has not been identified for either targeted or comprehensive support by MDE.
2022 Rating: <input type="text" value="3"/>
Comments/Evidence: TCA has not been identified for either targeted or comprehensive support by MDE.
2021 Rating: <input type="text" value="3"/>
Comments/Evidence: TCA has not been identified for either targeted or comprehensive support by MDE.
2020 Rating: <input type="text" value="3"/>
Comments/Evidence: TCA has not been identified for either targeted or comprehensive support by MDE.
2019 Rating: <input type="text" value="3"/>
Comments/Evidence:
Data Source: Annual Report, Minnesota Department of Education School Report Card, Consultation with School Leadership and entity providing support/resources (MDE, Regional Center for Excellence, etc.)

2.2 MCA Proficiency: Are students performing as well as or better than the state, the resident district, and comparable schools on MCA math and reading exams?
1.2a Reading
1.2b Mathematics
1 = Does not meet standard More than 10 percentage points below comparison groups
2 = Approaching standard 6-10 percentage points below comparison groups
3 = Meets standard Within 5 percentage points of comparison groups
4 = Exceeds standard Exceeds comparison group by more than 5 percentage points

	Reading Proficiency	Score (see criteria for 1-4 above)	Weight	Points earned
Charter School (CS)	33.6%			
Average of demographic match schools	31.9%	3	37.5%	1.125
Resident district	35.6%	3	37.5%	1.125
State	50.4%	1	25%	.25
			100%	Reading Total: 2.5

	Math Proficiency	Score (see criteria for 1-4 above)	Weight	Points earned
Charter School (CS)	14.2%			
Average of demographic match schools	16.9%	3	37.5%	1.125
Resident district	18.4%	3	37.5%	1.125
State	38.4%	1	25%	.25
			100%	Math Total: 2.5

SY2023 Rating:

1.2a Reading: 2.5

1.2b Mathematics: 2.5

Average of these two scores: 2.5

Comments/Evidence: Although TCA saw lower than usual proficiency rates, particularly in mathematics, it is important to note that its performance was in the range of its demographically comparable peers and resident district—indicating that students are still struggling as they emerge from the pandemic.

2022 Rating:

1.2a Reading:

1.2b Mathematics:

Average of these two scores:

Comments/Evidence:

As the charts above illustrate, TCA outperformed the resident district in reading and math and was mixed when compared against comparable schools. However, TCA was outperformed by the state in both the areas of math and reading. Note that measures relying on standardized test data are being presented for informational purposes only for SY2022. These measures will not be included in the school's overall average for SY2022 unless requested by the school.

2021 Rating:

1.2a Reading:

1.2b Mathematics:

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

Comments/Evidence:

Due to the Covid 19 pandemic, MCAs were not administered during the 2019-2020 school year.

2020 Rating:

1.2a Reading:

1.2b Mathematics:

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

Comments/Evidence:

As the charts above illustrate, TCA well outperformed the resident district in reading and math and was on par with comparable schools. However, TCA was outperformed by the state in both the areas of math and reading.

2019 Rating:

Comments/Evidence:

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

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

1.3a Reading

1.3b Mathematics

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

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

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

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

SY2023

	Charter % Proficient	State % Proficient	% of Charter Student Population	Score
Math Proficiency				
All	14.2%			N/A – Included for information only.
Students who qualify for FRL	8%	23.8%	58.1%	1
Asian Students	12.1%	42.6%	16.2%	1
Black Students	10.1%	20.5%	26.9%	1
Hispanic Students	2.1%	23.2%	25.3%	1
White Students	29.3%	54.7%	23.8%	1

Math: 1

	Charter % Proficient	State % Proficient	% of Charter Student Population	Points earned
Reading Proficiency				
All	33.6%			N/A – Included for information only.
Students who qualify for FRL	25.5%	32.0%	58.1%	2
Asian Students	17.5%	47.2%	16.2%	1
Black Students	24.6%	31.2%	26.9%	2
Hispanic Students	26.1%	32.0%	25.3%	2
White Students	55.2%	59.7%	23.8%	3

Reading: 2

Rating:

1.3a Reading: 2

1.3b Mathematics: 1

Average of these two scores: 1.5

Comments:

Note that TCA does not have over 80% of students qualifying for FRL, so students qualifying for FRL is shown separately rather than in combination with other demographic groups.

2022 Rating: | 2 |

1.2a Reading: 1.5

1.2b Mathematics: 2.5

Average of these two scores: 2

Comments: See above data. TCA was below the state in 3 of 4 demographic groups for math. And was on par with the state in 2 of 4 demographic groups in reading.

2021 Rating:

Comments/Evidence: Due to the Covid 19 pandemic, MCAs were not administered during the 2019-2020 school year.

2020 Ratings

1.3a Reading:

1.3b Mathematics:

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

Comments/Evidence: TCA was below the state in all demographic groups for math. And was on par with the state for all demographic groups in reading except Black students.

2019 Rating:

Comments/Evidence:

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

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

1.4a Reading

1.4b Mathematics

1 = Does not meet standard High growth is less than 20 percent AND low growth is more than 30 percent

2 = Approaching standard Low growth percentage exceeds high growth percentage

3 = Meets standard High growth percentage exceeds low growth percentage

4 = Exceeds standard Low growth was less than 20 percent AND high growth was more than 35 percent

SY2023 Rating:

Comments/Evidence: MDE no longer calculates this data point.

2022 Rating:

Comments/Evidence: MDE no longer calculates this data point.

2021 Rating:

Comments/Evidence: MDE no longer calculates this data point.

2020 Rating:

1.4a Reading:

1.4b Mathematics:

Average of these two scores:

Comments/Evidence:

In reading, 31.6% of students showed high growth compared to 25.1% low growth. In math, high growth was 16% and low growth was 41.5%.

2019 Rating:

Comments/Evidence:

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

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

1.5a Reading

1.5b Mathematics

1 = Does not meet standard More than 10 percentage points below comparison groups

2 = Approaching standard 6-10 percentage points below comparison groups

3 = Meets standard Within 5 percentage points of comparison groups

4 = Exceeds standard Exceeds comparison group by more than 5 percentage points

2023 Rating:

Comments/Evidence: MDE no longer calculates this data point.

2022 Rating:

Comments/Evidence: MDE no longer calculates this data point.

2021 Rating:

Comments/Evidence: MDE no longer calculates this data point.

2020 Rating:

1.5a Reading:

1.5b Mathematics:

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

Comments/Evidence: Overall, TCA students performed at about the same levels as their peers in comparable schools and the state with the exception of math at the state level.

2019 Rating:

Comments/Evidence:

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

1.6 Are students performing at or above target levels, as measured using the school's selected standardized assessments (*Math Inventory and Reading Inventory fall administration*)?

1.5a Reading

1.5b Mathematics

1 = Does not meet standard Assessments indicate that a minimal proportion of tested students performed at or above the national average (less than 40%).

2 = Approaching standard Assessments indicate that an inadequate proportion of tested performed at or above the national average (40%-49%).

3 = Meets standard Assessments indicate that an adequate proportion of tested performed at or above the national average (50%-65%).

4 = Exceeds standard Assessments indicate that a high proportion of tested students performed at or above the national average (more than 65%).

SY2023 Rating:

1.5a Reading: 3

1.5b Mathematics: 1

Average of these two scores: 2

Comments/Evidence: 64.2% of students were grade-level proficient in reading, 12.8% in math.

2022 Rating:

1.5a Reading: N/A

1.5b Mathematics: N/A

Average of these two scores: N/A

Comments/Evidence: Due to distance learning in Fall of 2020, fewer than 50% of students took the assessment while at home and the school found the results unreliable.

2021 Rating:

Comments/Evidence: TCA did not administer the fall Math and Read Inventory tests onsite in the Fall of 2020 due to the pandemic.

2020 Rating:

1.6a Reading:

1.6b Math:

Overall score :

Comments: The school reported that 48% of students were either advanced or proficient as measured by the Reading inventory. 12% of students were either advanced or proficient as measured by the Math Inventory.

2019 Rating:

Comments/Evidence:

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 (*Math Inventory and Reading Inventory fall to fall administration*)?

1.7a Reading

1.7b Mathematics

1 = Does not meet standard Analysis indicates that a minimal proportion of tested students met growth target (less than 40%).

2 = Approaching standard Analysis indicates that an inadequate proportion of tested students met growth target (40%-49%).

3 = Meets standard Analysis indicates that an adequate proportion of tested students met growth target (50%-65%).

4 = Exceeds standard Analysis indicates that an adequate proportion of tested students met growth target (more than 65%).

SY2023 Rating:

1.7a Reading: 3

1.7b Mathematics: 2

Average of these two scores: 2.5

Comments/Evidence: In reading, 50.7% of all students made substantial or adequate gains; in math the same was true for 42% of students.

2022 Rating:

1.7a Reading: N/A

1.7b Mathematics: N/A

Average of these two scores: N/A

Comments/Evidence: Due to distance learning in Fall of 2020, fewer than 50% of students took the assessment while at home and the school found the results unreliable.

2021 Rating:

1.7a Reading: 3

1.7b Math: 3

Enter the overall score produced by the average of these two scores: 3

Comments:

55% of all students school-wide made adequate gains in growth in math per the HMH Math Inventory and 57% of all students school-wide made adequate gains in growth in reading per the HMH Read Inventory from Fall 2018 to Fall 2019 assessments.

Comments/Evidence:

2020 Rating:

1.7a Reading: 3

1.7b Math: 1

Overall score: 2

Comments:

	Met Growth % Reading	Met Growth % Math
7 th	54%	38%
8 th	59%	33%
9 th	56%	33%
10 th	78%	75%
11 th	89%	75%
Overall Average	57%	36%

As reported by the school and indicated in the table above 57% of students at TCA met their growth targets in reading and 36% of students met their growth targets in math. The majority of students in the high school met both their reading and math growth targets.

2019 Rating:

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

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

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

2 = Approaching standard The school was in the 60th-89th percentile for graduation and did not meet state targets.

3 = Meets standard The school was in the 90-94th percentile for graduation and/or the school met state graduation targets.

4 = Exceeds standard The school was in the 95th percentile or above and met state targets for graduation.

SY2023 Rating:

Comments/Evidence: The most recent spring four-year graduation rate available is 82.7%.

2022 Rating:

Comments/Evidence: According to MDE’s school report card, 82.7% of TCA students graduated within four years, which is near the state average of 83.7%. The statewide target for 2020 was 90%.

2021 Rating:

Comments: The statewide goal for 2020 is that 90% of students graduate within four years with no student group below 85%. TCA reported that 100% of its senior class graduated in spring 2020 within four years.

2020 Rating:

Comments: According to MDE’s school report card, 91.7% of TCA students graduated within four years, which is above the state average of 83.7%. The target is 90% by 2020.

2019 Rating:

Comments/Evidence:

Source: MDE Website

1.9 Does students' performance on post-secondary readiness assessments (*percentage of graduating seniors accepted to a post-secondary program*) reflect college and career readiness?

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

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

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

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

2023 Rating:

Comments/Evidence: TCA reported that 87.5% of seniors had been accepted into a post-secondary program.

2022 Rating:

Comments/Evidence: TCA reported that 87.5% of all graduating seniors were accepted by May 1st to two- or four-year college programs.

2021 Rating:

Comments/Evidence: TCA reported that 100% of all graduating seniors were accepted by May 1st to two or four year college programs.

2020 Rating:

Comments: TCA reported that 100% of all graduating seniors were accepted by May 1st to two- or four-year college programs.

2019 Rating:

Comments/Evidence:

Source: Annual Report

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

1 = Does not meet standard

- Less than 50% of 8th graders will be meeting or exceeding national benchmarks on the Aspire assessment (ACT benchmark for 8th grade)
- Less than 50% of 11th graders will be meeting or exceeding national composite score on the ACT assessment

2 = Approaching standard

- 50 - 64% of 8th graders will be meeting or exceeding national benchmarks on the Aspire assessment (ACT benchmark for 8th grade)
- 50 - 64% of 11th graders will be meeting or exceeding national composite score on the ACT assessment

3 = Meets standard

- 65 - 79% of 8th graders will be meeting or exceeding national benchmarks on the Aspire assessment (ACT benchmark for 8th grade)
- 65 - 79% of 11th graders will be meeting or exceeding national composite score on the ACT assessment

4 = Exceeds standard

- 80% or more of 8th graders will be meeting or exceeding national benchmarks on the Aspire assessment (ACT benchmark for 8th grade)
- 80% or more of 11th graders will be meeting or exceeding national composite score on the ACT assessment

SY2023 Rating:

Comments/Evidence: Data is not yet available to score this goal.

2022 Rating:

Comments/Evidence: The school reported:

- 48.3% of 8th graders scored at or above national standard on Aspire composite score
- 52.7% of 11th graders scored at or above national standard on ACT composite score.

2021 Rating:

Middle School Rating:

High School Rating:

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

Comments:

Not reportable as ACT not given in Spring 2020 to all students due to the global pandemic. However some 11th grade students were able to independently take the ACT during the summer and fall of 2020, 47% of 11th grade students have met or exceeded the national average on the ACT assessment.

2020 Rating:

Middle School Rating:

High School Rating:

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

Comments: The school reported that 23 out of 67 students tested were at or above the national composite score. (34%)

2019 Rating:

Comments/Evidence:

Source: Annual report

1.11 Are students learning English (English Language Learners/ELL students) performing at or above the state average for English Language Learners as measured by MCA proficiency? Note that for schools with greater than 80% of students qualifying for FRL, demographic categories will also be filtered by FRL status.

1.11a: 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.

SY2023 Rating:

1.11a: Reading:

1.11b: Math:

Overall Rating:

Comments: 3% of students identified for EL services met or exceeded proficiency standards in math, 10.3% in reading. This compares to 12.2% and 11.5% of EL students statewide, respectively.

2022 Rating:

1.11a: Reading:

1.11b: Math:

Overall Rating:

Comments: While 0.0% of EL students at TCA were proficient in reading, 9.1% of ELs statewide were proficient. Similarly, 0.0% of EL students at TCA were proficient in math and 9.2% of ELs statewide were proficient.

2021 Rating:

Comments/Evidence: Due to the Covid 19 pandemic, MCAs were not administered during the 2019-2020 school year.

2020 Rating:

1.11a: Reading:

1.11b: Math:

Overall Rating:

Comments: 16.7% of English Language Learners at TCA were proficient in math compared to 29% at the state level. In reading, 41.3% were proficient at TCA compared to 30.8% statewide.

2019 Rating:

Comments/Evidence:

Source: MDE website

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

1.12a: Reading

1.12b: Math

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

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

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

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

SY2023 Rating:

1.12a: Reading:

1.12b: Math:

Overall Rating:

Comments: Per the school's annual report and the MDE website, 10.3% of TCA students qualifying for special education services were meeting or exceeding state standards vs. 25.7% statewide. 7.4% of students qualifying for special education services were meeting or exceeding state standards in math, compared to 23.8% statewide. This area of performance was weaker than in years past, and likely represents the impacts of the pandemic for both students and staffing difficulties.

2022 Rating:

1.12a: Reading:

1.12b: Math:

Overall Rating:

Comments: While 40.0% of students receiving special education services students at TCA were proficient in reading and 25.8% of students receiving special education services statewide were proficient, 7.1% of students receiving special education services students at TCA were proficient in math and 22.5% of students receiving special education services statewide were proficient.

2021 Rating:

1.12a: Reading:

1.12b: Math:

Overall Rating:

Comments:

Due to the Covid 19 pandemic, MCAs were not administered during the 2019-2020 school year.

Comments/Evidence:

2020 Rating:

1.12a: Reading:

1.12b: Math:

Overall Rating:

Comments: In reading, 30.2% of TCA students receiving Special Education Services were proficient compared to 32.8% at the state. In math, 25.5% of TCA students were proficient compared to 30.8% at the state.

2019 Rating:

Comments/Evidence:

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

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

SY2023 Rating:

Comments/Evidence: Despite the challenges of the pandemic, TCA is working hard to ensure students are prepared for rigorous college preparatory programs through both academic, and self/community advocacy skills. The school continues it’s emphasis on equity work and encourages students to give voice to their beliefs. During site visits it was noted that most students were engaged in their classroom activities and that most interactions between students, and between students and teachers were positive and supportive. The school is focusing on AVID programming as a way to support the mission and help students succeed academically.

2022 Rating:

Comments/Evidence: TCA continues to exemplify their vision: *to serve a diverse student body to succeed in a rigorous college preparatory program* and mission: *to ensure that all students graduate with the skills to achieve in college, to contribute positively to society, and to be accepting of all people*. While the pandemic brought many challenges, the school has learned from the data and is always adjusting programming to address student groups not achieving the growth they expect. While visits to classroom reflect some instruction to meet students’ needs via adjustments, it is inconsistently observed.

In addition to using data to adjust academic programming, the school has increased school-based mental health and therapy options via students access to a social workers, psychologist and school counselor.

2021 Rating:

Comments/Evidence: The vision of TCA *to serve a diverse student body to succeed in a rigorous college preparatory program*. The school’s mission is *to ensure that all students graduate with the skills to achieve in college, to contribute positively to society, and to be accepting of all people*. During the Covid 19 pandemic the school worked to provide technology to all students and hotspots for students needing them.

Additionally, teachers extended their office hours outside of regular school hours to connect with students. Lastly, in addition to providing meals for pickup TCA also has implemented a food shelf which is not only available to students but also the broader community

Other examples of how TCA's program forwards the mission and vision include the school's:

- (1) College acceptance rate of over 90% annually over the last five years;
- (2) Focus on equity for students, school leaders, teachers and staff including staff trainings and community sessions; Currently TCA has a section of their website dedicated to promoting social and racial justice this includes a commitment to:
 - a. Culturally responsive teaching
 - b. High expectations for all students
 - c. Advanced course enrollment that represents school population
 - d. Curriculum that reflects all learners
 - e. Vigil for George Floyd, Trans day of visibility announcement among other school sponsored events/statements
- (3) AVID programming including a course for all 9th graders;
- (4) Multiple Advanced Placement Courses, College in the Schools Courses and the number of students participating in PSEO courses;

2020 Rating:

Comments: The vision of TCA *to serve a diverse student body to succeed in a rigorous college preparatory program*. The school's mission is *to ensure that all students graduate with the skills to achieve in college, to contribute positively to society, and to be accepting of all people*. While gaps between student demographic groups still exist, conversations with school leadership show that the school is accurately trying to address these. One example of this includes the work being done by students, teachers and admin to rewrite the school's disciplinary policy.

Other examples of how TCA's program forwards the mission and vision include the school's:

- (5) An up-to-date strategic plan that guides the work of the board, school leadership, teachers and staff;
- (6) College acceptance rate of over 90% annually over the last five years;
- (7) Focus on equity for students, school leaders, teachers and staff including staff trainings and community sessions;
- (8) AVID programming including a course for all 9th graders;
- (9) Broad range of courses from world language to visual and performing arts to STEM to video production and technology;
- (10) Multiple Advanced Placement Courses, College in the Schools Courses and the number of students participating in PSEO courses;

2019 Rating:

Comments/Evidence:

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.
SY2023 Rating:	4
<ul style="list-style-type: none"> ● Comments/Evidence: Per interviews during the renewal visit and board packets, TCA has a financial committee that meets monthly, it is made up of board and community members. The committee explores and discusses creative ways to make the budget work, a recent focus has been on teacher salaries and staying competitive with St. Paul Public Schools. 	
2022 Rating:	4
<p>Comments/Evidence: TCA’s finance committee continues to meet monthly and includes board members, the school leader, and representation from the school’s financial management firm, BerganKDV. Regular comprehensive updates on the school’s financial status are provided for each board meeting.</p>	
2021 Rating:	4
<p>Comments/Evidence: As mentioned in previous reports the TCA finance committee meets monthly and includes board members, the school leader, and representation from the school’s financial management firm, BerganKDV. The board receives a comprehensive update on the school’s financial status at each board meeting.</p>	
2020 Rating:	4
<p>Comments: TCA’s finance committee meets monthly and includes board members, the school leader, and representation from the school’s financial management firm, BerganKDV. The board receives a comprehensive update on the school’s financial status at each board meeting.</p>	

2019 Rating:

Comments/Evidence:

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.

SY2023 Rating:

Comments/Evidence: The Fund Balance Policy adopted in 2011 remains in place and states that the school will maintain an unassigned fund balance of 10%. The school currently has a fund balance of approximately 30.9%. It may be worth revisiting this policy to allow the board additional flexibility. The school board may also wish to consider aligning the policy with its contract goal of maintaining a minimum fund balance of 16%.

2022 Rating:

Comments/Evidence: TCA still relies on its Fund Balance Policy adopted in 2011. The policy states that the school will maintain an unassigned fund balance of 10%. The school currently has a fund balance of approximately 30.9%.

2021 Rating:

Comments/Evidence: TCA adopted its current Fund Balance Policy in 2011. The policy states that the school will maintain an unassigned fund balance of 10%. The school currently has a fund balance of approximately 26.5% of total expenditures.

2020 Rating:

Comments:

TCA adopted its current Fund Balance Policy in 2011. The policy states that the school will maintain an unassigned fund balance of 10%. The school currently has a fund balance of approximately 22%.

2019 Rating:

Comments/Evidence:

Source: Monthly board packets; **Board Policy manual**

2.3 Has the school successfully completed an annual audit?

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

SY2023 Rating:

Comments/Evidence: The FY2022 audit was completed and submitted to St. Thomas and the state in advance of the 12/31 deadline.

2022 Rating:

Comments/Evidence: The FY2021 audit was presented to the board in their December meeting.

2021 Rating:

Comments/Evidence:

2020 Rating:

Comments:

2019 Rating:

Comments/Evidence:

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

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

1 = Does not meet standard	The audit is not “clean” OR has at least one of the following: (1) a material weakness on internal controls, (2) a finding on compliance with state law, or (3) three or more other findings
2 = Approaching standard	The audit has two findings, other than internal controls or compliance, but is considered “clean”
3 = Meets standard	The audit is “clean” and has one finding, other than internal controls or compliance
4 = Exceeds standard	The audit has no findings and is “clean”
SY2023 Rating: 3	
Comments/Evidence: The audit was clean and had one minor finding relating to prompt payment of invoices. Of 25 invoices tested, 1 was not paid within the required 35 day window. The school had no internal controls or other compliance findings.	
2022 Rating: <input type="text" value="4"/>	
Comments/Evidence: TCA’s FY2021 audit was clean with no findings.	
2021 Rating: <input type="text" value="4"/>	
Comments/Evidence: In SY2020 TCA received a clean audit with no findings.	
2020 Rating: <input type="text" value="4"/>	
Comments: In SY2019 TCA received a clean audit with no findings.	
2019 Rating: <input type="text" value="4"/>	
Comments/Evidence:	
Source: Annual financial audit	

2.5 Does the school establish and maintain a balanced budget?

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

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

1 = Does not meet standard	A budget is not approved by June 30; the budget is not adequately detailed; no cash flow projection is established; lower than expected enrollment requires major budget adjustments; or the budget does not meet the fund balance policy goals set forth by the board.
2 = Approaching standard	A detailed budget is approved before June 30 but may not include a cash flow projection for the year; established budget may require adjustment due to lower than expected enrollment; budget meets the fund balance policy goals set forth by the board.
3 = Meets standard	The detailed budget is approved before June 30 and includes a cash flow projection for the year; established budget is based on realistic enrollment; and is adjusted if needed. The budget meets the fund balance policy goals set forth by the board and allows for maintenance of core programming.
4 = Exceeds standard	NOT APPLICABLE
SY2023 Rating: <input type="text" value="3"/>	
Comments/Evidence: TCA continues to budget conservatively. The budget for the current year was approved prior to June 30 th and included a cash flow projection. The school based its budget on realistic enrollment figures and is currently running near projected ADM.	
2022 Rating: <input type="text" value="3"/>	
Comments/Evidence: TCA has presented a conservative budget for FY22. The school began the year with a budgeted ADM of 523 and adjusted as enrollment did not meet expectations. The school has consistently approved its budget documents through a thorough process that allows adequate time for board review and approval prior to the June 30th deadline. The school's most recent audit showed that for the prior fiscal year the TCA's General Fund reported total an increase to the fund balance of \$1,599,999 to make a total fund balance of \$3,899,754. The auditor notes that the increase reflects a PPP loan in FY2021 of \$909,447.	
2021 Rating: <input type="text" value="2.5"/>	
Comments/Evidence: As stated in previous evaluations TCA has been dealing with declining enrollment over the past few years, (the school began the year with a budgeted ADM of 565 and actual enrolment is 537, the school revised its budget to 530 ADMs). The school's net income is projected to be \$85,205. This will bring TCA ending fund balance to \$2,429,900, or 26.5% of total expenditures, which is an increase over the previous school year. This ending fund balance is projected to reach 36% if the PPP loan the school received is forgiven.	
Additionally, it is also important to note that while the school had lower than budgeted enrollment in SY20, adjustments were made without impacting core programming or staffing. Additionally, from conversations with the school leader - due to recognizing the PPP loan in FY21, an intentional deficit will be run in FY22	

to offset the inflated fund balance. The accounting limitation will cause TCA to officially not meet "days cash on hand" bond covenant, however bond holders recognize this limitation in school accounting systems. St. Thomas will continue to closely monitor TCA's enrollment and cash flow over the course of the next year.

2020 Rating:

Comments: As stated in previously TCA has a history of thoughtful, conservative budgeting that continued during SY2020. The school began the year with a budgeted ADM of 615 and an actual enrolment of 596. The school has consistently approved its budget documents through a thorough process that allows adequate time for board review and approval prior to the June 30th deadline. The school's most recent audit showed that for the prior fiscal year the TCA's General Fund reported total fund balances of \$1,970,221, an increase of \$254,018 from the previous year, as compared to an increase of \$100,849 projected in the final budget. It is also important to note that while the school had lower than budgeted enrollment in SY20, adjustments were made without impacting core programming.

2019 Rating:

Comments/Evidence:

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

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

1 = Does not meet standard Enrollment realization is 90% or less.

2 = Approaching standard Enrollment realization is 90-95%.

3 = Meets standard Enrollment realization is greater than 95%.

4 = Exceeds standard NOT APPLICABLE

SY2023 Rating:

Comments/Evidence: The school's original FY2022 budgeted ADM was 508, the school is currently running at 514 (as of the October 2022 financial statements) and appears poised to increase ADM further in the coming months. Enrollment realization is over 100%.

2022 Rating:

Comments/Evidence: The school's original FY2021 budgeted ADM was 523, the school adjusted to 480.18 in September and current enrollment (May 2022 financial statements) was 478.40 ADM. This is an enrollment realization of 91.4%.

2021 Rating:

Comments/Evidence: The school's original budgeted ADMs were 565, the school's a current enrollment (March 2021 financial statements) was 537 ADMs. This is an enrollment realization of 95.04%.

2020 Rating:

Comments: The school's budgeted ADMs were 615, the school's a current enrollment (February 2020 financial statements) was 596 ADMs. This is an enrollment realization of 96.9%.

2019 Rating:

Comments/Evidence:

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

2.7 Does the school have sufficient cash on hand to meet its near-term obligations?

1 = Does not meet standard The school has fewer than 30 days cash on hand.

2 = Approaching standard The school maintains 30-59 days cash on hand.

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

4 = Exceeds standard NOT APPLICABLE

SY2023 Rating:

Comments/Evidence: Current Cash on Hand projections for the year are at 111 days, well above the 60 days required for bond covenants.

2022 Rating:

Comments/Evidence: As of May 2022, the school reports 104 days Cash on Hand

2021 Rating:

Comments/Evidence: The school's days cash on hand for the 2019-2020 school year was 95 days, this year the school is projecting to maintain 95 days cash on hand.

2020 Rating:

Comments: The school's days cash on hand for the 2018-2019 school year was 81 days, this year the school is projecting an increase to 84 days cash on hand.

2019 Rating:

Comments/Evidence:

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

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

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

SY2023 Rating:

Comments/Evidence:

Per the FY2022 audit, the school's General Fund unrestricted fund balance of \$1,819,188 represented 18.7 percent of annual expenditures based on 2022 expenditure levels.

2022 Rating:

Comments/Evidence: According to the school's FY2021 audit, the school's audited fund balance (July 1st, 2021) was \$3,889,754 May of May 2022, the fund balance was \$3,462,156 or 30.9% of total expenditures.

2021 Rating:

Comments/Evidence: The school's 19-20 audited fund balance is \$2,344,695 or 26.5% of total expenditures.

2020 Rating:

Comments: According to the school's February financial statements, "the school's audited fund balance as of July 1st, 2019, is \$1,989,418, or 22.7% of total expenditures."

2019 Rating:

Comments/Evidence:

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.
SY2023 Rating:	3
Comments/Evidence: As noted in quarterly reports, the board has met both the initial training requirements and as well as the ongoing requirements.	
2022 Rating: <input type="text" value="3"/>	
Comments/Evidence: As noted in quarterly reports, the board has met both the initial training requirements and as well as the ongoing requirements.	
2021 Rating: <input type="text" value="3"/>	
Comments/Evidence: At the time this report was completed, all current seated board members have met both the initial training requirements and as well as the ongoing requirements.	
2020 Rating: <input type="text" value="3"/>	
Comments: All current seated board members have met both the initial training requirements and as well as the ongoing requirements.	
2019 Rating: <input type="text" value="3"/>	
Comments/Evidence:	
Source: Monthly board packets, UST site visits, Statement of compliance sheet	

3.2 Does the board meet its governance model requirements as laid out in its bylaws and as required by Minnesota Statute?

1 = Does not meet standard	The governance model is not clear in the bylaws, the governance model does not meet the requirements laid out in the Charter School Law, or the board does not meet its governance model as laid out in the bylaws.
2 = Approaching standard	The governance model is clearly outlined in the school's bylaws and meets the requirements of the Charter School Law but the board has struggled to recruit members to fill all required seats.
3 = Meets standard	The governance model is clearly outlined in the school's bylaws and meets the requirements of the Charter School Law. The board's recruitment system has resulted in adequate membership which consistently meets all requirements of the Charter Law.
4 = Exceeds standard	NOT APPLICABLE.

SY2023 Rating: | 3 |

Comments/Evidence: TCA is currently in a board building phase, but remains in compliance with its bylaws.

2022 Rating:

Comments/Evidence: TCA's bylaws require six to twelve members who represent approximately 1/3 teachers (3), 1/3 parents (2), and 1/3 community members (3); the board reflects this. The current board includes individuals with expertise in education and business.

2021 Rating:

Comments/Evidence: As mentioned in previous evaluations. TCA updated its bylaws in the spring of 2019 and has consistently seated board members with a range of expertise including individuals with expertise in instruction, finance, and business. It should also be noted that the school currently has a high school student who sits on the board as an ex-officio member. And is actively trying to recruit alumni and members of the local community.

2020 Rating:

Comments: TCA updated its bylaws in the spring of 2019. Additionally, TCA has consistently seated board members with a range of expertise that meet the governance model identified in the school's bylaws and charter statute. The current board includes individuals with expertise in education, finance, and business expertise.

2019 Rating:

Comments/Evidence:

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

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

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

SY2023 Rating:

Comments/Evidence: Not Applicable as school leader is licensed

2022 Rating:

Comments/Evidence: Not Applicable as school leader is licensed

2021 Rating:

Comments/Evidence: Not Applicable as school leader is licensed

2020 Rating:

Comments: Not Applicable as school leader is licensed

2019 Rating:

Comments/Evidence: Not applicable as school leader is licensed.

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

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

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

SY2023 Rating:

Comments/Evidence: No instances of non-compliance were reported to St. Thomas, additionally the school's website is up to date with the appropriate information posted.

2022 Rating:

Comments: No instances of non-compliance were reported to St. Thomas, additionally the school's website is up to date with the appropriate information posted.

2021 Rating:

Comments/Evidence: No instances of non-compliance were reported to St. Thomas, additionally the school's website is up to date with the appropriate information posted.

2020 Rating:

Comments: No instances of non-compliance were reported to St. Thomas, additionally the school's website is up to date with the appropriate information posted.

2019 Rating:

Comments/Evidence:

Source: Board minutes, ongoing correspondence, UST site visits

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

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

SY2023 Rating:

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

2022 Rating:

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

2021 Rating:

Comments/Evidence: All staff are appropriately licensed.

2020 Rating:

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

2019 Rating:

Comments/Evidence:

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

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

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

SY2023 Rating:

Comments/Evidence: TCA continues to enroll students in accordance with its policy and applicable law. Given the school’s declining enrollment, students who wish to attend the school are generally able to do so.

2022 Rating:

Comments/Evidence: TCA’s enrollment policy is aligned with applicable law. The school appears to continue to follow the policies and procedures. No incidents of noncompliance were observed or reported.

2021 Rating:

Comments/Evidence: TCA’s enrollment policy is aligned with applicable law.

2020 Rating:

Comments: After a considerable effort on the part of TCA to revise its admissions policy for additional clarity, due in part to a recommendation from MDE, the school’s admissions policies and procedures are now aligned with law. The school appears to follow these policies and procedures. No related issues have been brought to the attention of UST.

2019 Rating:

Comments/Evidence:

Source: Annual report, authorizer observation

3.7 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
SY2023 Rating: 3	
Comments/Evidence: The school continues to administer background checks of employees, volunteers, and board members. Background checks must be completed prior to any person working directly with students and completed within the first month of becoming a school board member.	
2022 Rating: <input type="text" value="3"/>	
Comments: TCA certified that they administer background checks of all its employees, volunteers and board members once they are offered positions. Background checks must be completed prior to any person working directly with students and completed within the first month of becoming a school board member.	
2021 Rating: <input type="text" value="3"/>	
Comments/Evidence: TCA certified that they administer background checks of all its employees, volunteers and board members once they are offered positions. The school contracts with a local agency to perform the background checks. The background checks must be complete prior to any person working directly with students, and completed within the first month of being a school board member.	
2020 Rating: <input type="text" value="3"/>	
Comments: TCA certified that they administer background checks of all its employees, volunteers and board members once they are offered positions. Background checks must be completed prior to any person working directly with students and completed within the first month of becoming a school board member.	
2019 Rating: <input type="text" value="3"/>	
Comments/Evidence:	
Source: UST site visit, board chair interview, background check policy	

3.8 Is the school compliant with other applicable law?

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

SY2023 Rating: | 3 |

Comments/Evidence: St. Thomas did not observe nor were any issues of noncompliance brought to our attention.

2022 Rating:

Comments/Evidence: UST did not observe nor were any issues of noncompliance brought to our attention.

2021 Rating:

Comments/Evidence: St. Thomas did not observe nor were any issues of noncompliance brought to our attention.

2020 Rating:

Comments: UST did not observe nor were any issues of noncompliance brought to our attention.

2019 Rating:

Comments/Evidence:

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

3.9 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 evaluation of Educational Service Provider (CMO/EMO) if applicable
- 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 and school financial/academic health.
3 = Meets standard	The Board exhibits understanding of its role and the role of the school leader. The board policies and practices are generally transparent and systems are in place to maximize effectiveness of the board, including an orientation process for new members and a plan for conducting and tracking initial and ongoing training. The board is able to adequately sustain its membership through recruitment efforts.
4 = Exceeds standard	NOT APPLICABLE
SY2023 Rating: <input type="text" value="3"/>	
<p>Comments/Evidence: The board evaluates itself and its executive director annually. Members were able to articulate an understanding of the role of the board vs. management during the renewal visit. New board members attend required trainings, generally through MACS, and the board has also begun work on creating a board training manual including job descriptions and copies of the bylaws so they are easily accessible to new members. The board is currently working on strategic goals and plans to review them in detail in the coming months.</p>	
<p>2022 Rating: <input type="text" value="3"/></p>	
<p>Comments/Evidence: TCA’s board is high functioning and engaging in effective governance practices. including: The board has a strong foundation of long-standing service in key positions as well as systems and processes to not only effectively and efficiently run meetings but accomplish short and long-term business. The board also has a clear understanding of the distinction between members and school leader roles.</p>	
<p>2021 Rating: <input type="text" value="3"/></p>	
<p>Comments/Evidence: As noted in previous evaluations, the TCA board is well-functioning and understands its role. With a number of board members having served for a number of years. TCA has an onboarding process for new members which is provided by the Board chair and Executive Director. TCA is</p>	

also cognizant of state training requirements for new board members and committed to engaging in regular trainings aligned with board strategic goals and identified growth areas (academic programing, school culture, parent and community engagement and operational sustainability). Moreover, the board also has a clear understanding of the distinction between members and school leader roles. Additionally, the board chair meets quarterly with the school’s director to discuss all school related matters and to keep open lines of communication with the board and school director to avoid any sudden changes of leadership.

It is also important to note that in recent years, board members have increased focus on equity and diversity training and have started investigating how specific school policies/ bias has been disproportionately affecting students from historically marginalized communities. Conversations with the school’s director indicate a desire to include more members from the East side community on the board as well as alumni.

2020 Rating:

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

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

It is also important to note that in recent years, board members have increased focus on equity and diversity training. And have engaged in conversations around the disparate impacts that some school policies are having on students of color, low income students and students that identify as LGBTQI.

2019 Rating:

Comments/Evidence:

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

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

1 = Does not meet standard	Board policies and/or bylaws are outdated and not reviewed regularly.
2 = Approaching standard	Board policies and/or bylaws are reviewed and approved as needed, but are not comprehensively reviewed on a regularly scheduled basis.

3 = Meets standard	Board policies and bylaws are reviewed for content and legal compliance, updated, and approved on a regularly scheduled basis, no less than once every three years.
4 = Exceeds standard	NOT APPLICABLE
SY2023 Rating: <input type="text" value="3"/>	
Comments/Evidence: TCA continues to review board policies and bylaws on an ongoing basis.	
2022 Rating: <input type="text" value="3"/>	
Comments/Evidence: As previously noted, TCA Board has revised and approved Bylaws. The TCA school board has an active governance committee and identifies all critical policies for review annually through. The committee reviews board policy on an ongoing basis through a phasing process.	
2021 Rating: <input type="text" value="3"/>	
Comments/Evidence: As reported by the school, the TCA Bylaws were last revised and approved by the Board of directors in the spring of 2019. The TCA board of directors identifies all critical polices for review annually through the policy committee. The committee reviews board policy on an ongoing basis through a phasing process. If during the review, the committee decides that that is should change policies or should update policies, the committee brings language and makes a recommendation to the full board. Additionally the committee reviews the list of required policies published by MSBA at the beginning of each year and then determines which policies need to be reviewed and updated that year.	
2020 Rating: <input type="text" value="3"/>	
Comments: As reported by the school, the TCA Bylaws were last revised and approved by the Board of directors in the spring of 2019. The TCA school board currently identifies all critical policies for review annually through the policy committee. The committee reviews board policy on an ongoing basis through a phasing process.	
2019 Rating: <input type="text" value="3"/>	
Comments/Evidence:	
Source: Board minutes, board policies, Governance binder, UST site visit	

3.11 Does the board submit a complete board packet (including agenda, minutes, director report, other relevant documents, check register, cash flow sheet, enrollment report, balance sheet and income and expense report), to be received by 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
SY2023 Rating: 3	
Comments/Evidence: TCA's packets are consistently organized and submitted on time. The school has struggled to achieve quorum for meetings, but the school's website is always updated if meetings are moved, and packets are always available in advance.	
2022 Rating: <input type="text" value="3"/>	
Comments/Evidence: TCA consistently provides St. Thomas and the board a complete board packet at least 3 days prior to the board meetings.	
2021 Rating: <input type="text" value="3"/>	
Comments/Evidence: TCA consistently provides St. Thomas and the board a complete board packet at least 3 days prior to the board meetings.	
2020 Rating: <input type="text" value="3"/>	
Comments: TCA consistently provides St. Thomas and the board a complete board packet at least 3 days prior to the board meetings.	
2019 Rating: <input type="text" value="3"/>	
Comments/Evidence:	
Source: Monthly board packets; Board materials tracking document (G-1 CS info)	

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

and are familiar with current legislation and research related to best practices for serving ELL students.

1 = Does not meet standard The school is not 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

SY2023 Rating:

Comments/Evidence: Although the school is working hard to improve academic outcomes for students receiving English Learner services, legal obligations including screening protocols, are being observed. The school currently serves a far higher percentage of English Learners than it has historically and offers push-in support as well as specific ELA and math courses designed with the needs of these learners in mind. During the renewal visit, teachers indicated that they received professional development from EL teachers to assist them in making helpful modifications to their instructional practices.

2022 Rating:

Comments/Evidence: 13.05% of TCA students were identified as English Learners. TCA revised its EL program in previous years to emphasize push-in and 1:1 services. The school has committed one part-time EL staff member to oversee proper identification of EL students and ensure students are receiving the appropriate services, the Executive Director oversees the staff member and the program. The current EL teacher is SIOP trained and holds a TESOL certificate. Lastly, it appears that TCA is following MN Statewide Procedures for identification, entrance and exit.

2021 Rating:

Comments/Evidence:

In SY2021, 71 students (13.1%) of TCA students have been identified as English Learners. TCA has completely revised its EL program in a way that emphasizes push-in and 1:1 service. During distance learning, the EL staff member was co teaching in many classes and conducted one to one zoom meetings and phone consultations with all EL students on a weekly basis.

Additionally, it should be noted that TCA only has one full-time EL staff member to oversee proper identification of EL students and ensure students are receiving the appropriate services, the Executive Director oversees the staff member and the program. The current EL teacher is SIOP trained and holds a TESOL certificate.

TCA has done considerable work with families and MDE to ensure that the EL program is properly supporting students and following MN Statewide Procedures for identification, entrance and exit.

2020 Rating:

Comments: In SY2020, 48 students (7.7%) of TCA students have been identified as English Learners. From conversations with administration and teachers TCA has completely revised its EL program in a way that emphasizes push-in and 1:1 services. During the site visit numerous students called to check in with their EL teacher which illustrates the strong rapport that students have with staff.

The school has one part-time EL staff member to oversee proper identification of EL students and ensure students are receiving the appropriate services, the Executive Director oversees the staff member and the program. The current EL teacher is SIOP trained and holds a TESOL certificate.

Lastly, it appears that TCA is following MN Statewide Procedures for identification, entrance and exit.

2019 Rating:

Comments/Evidence:

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

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

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

SY2023 Rating: | 3 |

Comments/Evidence: 71 students (14.6%) were identified as qualifying for special education services. During the renewal visit, teachers and staff reported that many students receive modifications which are well communicated and adhered to. Teachers indicated that many general instructional practices, such as weekly AVID Achieve articles, offer helpful structure for all students, including those with IEPs. The school's programming is offered through push-in, pull-out, and small group intervention.

2022 Rating:

Comments/Evidence: 81 students (14.89%) of TCA's students were identified as qualifying for Special Education Services.

The school reports that TCA utilizes a MTSS for identifying students who qualify for special education services, which is based on legal requirements.

It is important to note, TCA currently employs 5 Special Education teachers, 18 Special Education paraprofessionals, one Special Education coordinator, one part time Special Education due process clerk, one school psychologist and one social worker. The school also contracts with Creatively Focused for Special Education director services.

TCA currently contracts out for the following Special Education Services:

- Speech/ Language
- PI Teachers
- ASD Specialist
- DAPE Teachers
- School Nurse
- Physical Therapists
- Audiologist
- ASL Interpreters
- Orientation/ Mobility
- OT

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

2021 Rating:

Comments/Evidence: In SY2021, 81 students (14.9%) of TCA's students have been identified as qualifying for Special Education Services. The school reports that TCA utilizes a MTSS for identifying students who qualify for special education services, which is based on legal requirements. The MTSS

leadership team, currently lead by Erin Amundson, includes administrators from general education and special education and the school counselor. Additionally, Reading and math interventionists are consulted as needed as well.

It is important to note, TCA currently employs 6 Special Education teachers, 12 Special Education paraprofessionals, one Special Education coordinator, one part time Special Education due process clerk, one school psychologist and one social worker. The school also contracts with Creatively Focused for Special Education director services.

TCA currently contracts out for the following Special Education Services:

- Speech/ Language
- PI Teachers
- ASD Specialist
- DAPE Teachers
- School Nurse
- Physical Therapists
- Audiologist
- ASL Interpreters
- Orientation/ Mobility
- OT

Lastly, TCA just completed a Special Education compliance audit with MDE and is currently updating practices in order to be in compliance/ meeting all requirements.

2020 Rating:

Comments: In SY2020, 98 students (15.8%) of TCA's students have been identified as qualifying for Special Education Services.

The school reports that TCA utilizes a MTSS for identifying students who qualify for special education services, which is based on legal requirements. The school's philosophy is to provide services in the mainstream setting as much as possible but does offer a number of self-contained classes.

It is important to note, TCA currently employs 6 Special Education teachers, 12 Special Education paraprofessionals, one Special Education coordinator, one part time Special Education due process clerk, one school psychologist and one social worker. The school also contracts with Creatively Focused for Special Education director services.

TCA currently contracts out for the following Special Education Services:

- Speech/ Language
- PI Teachers
- ASD Specialist
- DAPE Teachers

- School Nurse
- Physical Therapists
- Audiologist
- ASL Interpreters
- Orientation/ Mobility
- OT

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

2019 Rating:

Comments/Evidence:

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

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

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

SY2023 Rating:

Comments/Evidence: MDE has not yet released attendance data from SY2022.

2022 Rating:

Comments/Evidence: Based on the state’s Northstar System, 80.0% of TCA students consistently attended in SY2021 (attend 90% of the time while enrolled). This is below the statewide percentage or 85.3%

2021 Rating:

Comments/Evidence: Based on information reported to UST by TCA, the average daily attendance is 91.76%

2020 Rating:

Comments: Based on the state's Northstar System, 75.6% of TCA students consistently attended in SY2019 (attend 90% of the time while enrolled). This is below the statewide percentage or 85.4%.

2019 Rating:

Comments/Evidence:

Source: Annual reports, MDE website (data downloads)

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

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

SY2023 Rating:

Comments/Evidence: Data to score goal was not available at the time the evaluation was finalized.

2022 Rating:

Comments/Evidence: TCA retained 55 out of 61 staffers; most who left, moved out of state. 90.2% of staff were retained.

2021 Rating:

Comments/Evidence: From information reported in the annual report 54/62 staff members who were employed at TCA in the 2019-2020 school year remained employed by the school in the 2020-2021 school year.

2020 Rating:

Comments: TCA retained 58 out of 76 staffers. One position was eliminated and was not counted in this calculation. Which is 76% of staff retained.

2019 Rating:

Comments/Evidence:

Source: Annual report

3.16 Does the school generally retain its students from October 1st through the close of the school year?

1 = Does not meet standard	Student retention rates are more than 10% below the school's agreed-upon target rates.
2 = Approaching standard	Student retention rates are 5-10% below the school's agreed-upon target rates.
3 = Meets standard	The school is consistently fully enrolled. Student retention rates are within 5% or above the school's agreed-upon target rates
4 = Exceeds standard	NOT APPLICABLE

SY2023 Rating:

Comments/Evidence: Data was not available at the time the renewal evaluation was finalized.

2022 Rating:

Comments/Evidence: TCA ended SY2022 with 475 students down from 480, a 99.0% retention rate.

2021 Rating:

Comments/Evidence: Information not available.

2020 Rating:

Comments: TCA ended SY2018 with 617 students down from 625. After October 1, 22 new students enrolled, and 30 students exited. Which is a 98.7% retention rate.

2019 Rating:

Comments/Evidence:

Source: Annual report, renewal application

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

1 = Does not meet standard	Less than 75% of parents surveyed indicate they are satisfied with the school OR the school failed to achieve a response rate greater than XX%.
2 = Approaching standard	More than 75% but less than 85% of parents surveyed indicate they are satisfied with the school.
3 = Meets standard	More than 85% but less than 95% of parents surveyed indicate they are satisfied with the school.
4 = Exceeds standard	At least 95% of parents surveyed indicate they are satisfied with the school.

SY2023 Rating:

Comments/Evidence: 55 parents/guardians responded to TCA's parent satisfaction survey, a response rate of 22%. The survey was available in five languages and was sent out weekly for four weeks. Based on the survey, 85% of parents were satisfied with their overall experience at TCA.

2022 Rating:

Comments/Evidence: 65 parents/ guardians responded to TCA's parent satisfaction survey. 85% of families stated they are either satisfied or very satisfied with their overall experience at TCA.

Rating:

Comments:

Due to the global pandemic, TCA modified its parent survey practice to include asking specific questions about the needs of students and families during the distance learning period. 52.9% of parents reported that distance learning was going well overall for their student, and 33.1% reported it was somewhat difficult overall for their student and 14% reported it was very difficult for their student overall.

2020 Rating:

Comments: 18 parents/ guardians responded to TCA's parent satisfaction survey. 17 families stated they are either satisfied or very satisfied with their overall experience at TCA.

2019 Rating: 3
Comments/Evidence:
Source: Annual report, UST parent satisfaction survey

3.18 Is the school’s physical plant safe and conducive to learning?	
1 = Does not meet standard	The facility requires much improvement in order to provide a safe environment that is conducive to learning. Significant health and safety requirements have not been met OR the school lacks many conditions such as the following: a) a design well-suited to meet the curricular and social needs of its students, faculty, and community members; b) a size appropriate for the enrollment and student-teacher ratios in each class; c) adequate maintenance and security; d) well-maintained equipment and furniture that match the educational needs of the students; e) accessibility to all students.
2 = Approaching standard	Significant health and safety requirements are being met, but the facility needs some improvement in order to provide a safe environment that is conducive to learning. It partially – but not fully – provides conditions such as the following: a) a design well-suited to meet the curricular and social needs of its students, faculty, and community members; b) a size appropriate for the enrollment and student-teacher ratios in each class; c) adequate maintenance and security; d) well-maintained equipment and furniture that match the educational needs of the students; e) accessibility to all students.
3 = Meets standard	Significant health and safety code requirements are being met AND the facility generally provides a safe environment that is conducive to learning, based on conditions such as: a) a design well-suited to meet the curricular and social needs of its students, faculty, and community members; b) a size appropriate for the enrollment and student-teacher ratios in each class; c) adequate maintenance and security; d) well-maintained equipment and furniture that match the educational needs of the students; e) accessibility to all students.
4 = Exceeds standard	All health and safety code requirements are being met AND the facility generally provides a safe environment that is conducive to learning, based on conditions such as: a) a design well-suited to meet the curricular and social needs of its students, faculty, and community members; b) a size appropriate for the enrollment and student-teacher ratios in each class; c) adequate maintenance and security; d) well-maintained equipment and furniture that match the educational needs of the students; e) accessibility to all students. Additionally, the facility meets the mission of the school.
SY2023 Rating: 4	

Comments/Evidence: TCA's facility continues to be well-maintained and provide an appealing learning environment. Classrooms are generally orderly and cheerful, and the building has adequate space for academics and after school activities. The school has also invested in artwork that compliments its mission.

2022 Rating:

Comments/Evidence: TCA's beautiful facility meets legal health and safety requirements, and the school is well designed and furnished in a way that is not only welcoming and joyful but also conducive to learning.

2021 Rating:

Comments/Evidence: As previously stated, the facility that TCA is currently located in meets legal health and safety requirements and the school is well designed and furnished in a way that is not only welcoming and joyful but also conducive to learning.

2020 Rating:

Comments: As previously stated, the facility that TCA is currently located in meets legal health and safety requirements and the school is well designed and furnished in a way that is not only welcoming and joyful but also conducive to learning.

2019 Rating:

Comments/Evidence:

Source: Authorizer observation

Attachment #10 – Intervention Policy

Range of Interventions Guidelines

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

Status	Triggered by...	Will Result in....
<p><u>Level One</u></p> <p>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 Plan. • St. Thomas Charter School Accountability Board recommendation that the school develops a School Improvement Plan (SIP).
<p><u>Level Two</u></p> <p>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 St. Thomas Charter School Accountability Board.
<p><u>Level Three</u></p> <p>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 St. Thomas Charter Accountability Board. • Charter School Board is copied on all communication regarding the SIP and intervention. • St. Thomas Charter School Accountability Board has the option to request the school allocate time at one or more school board meetings for a St. Thomas team member to present and discuss SIP progress. • St. Thomas Charter School Accountability Board has the option to require the assignment of a technical assistance team to the charter school and may facilitate the development of said technical assistance team. • In certain cases, the St. Thomas Charter School Accountability Board may appoint an agent to monitor the implementation of the SIP and the activities of the technical assistance team.
<p><u>Level Four</u></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.

Charter Extended Review		<ul style="list-style-type: none"> Decision to commence or not to commence revocation proceedings made by St. Thomas Charter School Accountability Board.
<p><u>Level Five</u></p> <p>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 St. Thomas 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 St. Thomas 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 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 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. <input type="checkbox"/> TRA 			

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

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

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

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

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

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

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	<ul style="list-style-type: none"> <input type="checkbox"/> Personnel, <input type="checkbox"/> Employee benefit programs and benefits; and <input type="checkbox"/> Student summary test data files <input type="checkbox"/> Any items listed in this Closure Plan. <p>In the event the School Corporation is dissolved, any and all records not previously sent to the school district of the School's location should be sent to that school district.</p>			
Dissolution / Final Distribution of Assets				
27	<p>Resolution of Dissolution</p> <p>The School Board must adopt a resolution that the School Corporation be dissolved and proceed to file the same with the MN Attorney General and/or MN Secretary of State.</p>			
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> <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>			

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	<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. 			