

CHARTER SCHOOL / AUTHORIZER AGREEMENT

The University of St. Thomas (hereinafter “Authorizer”) and Face to Face Academy (hereinafter “School”) are entering into this Agreement as of July 1, 2021 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 **Face to Face 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 **five** years, commencing on the date of this Agreement, **July 1, 2021**, as identified above, and continuing through **June 30, 2026**, 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.

4.1 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

5.1 The School shall be located at **1165 Arcade 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 6th day of June, 2022.

University of Saint Thomas, a Minnesota Higher Education Institution

By: <u>Julie H. Sullivan</u>	_____
(Signature)	(Signature)
<u>Julie H. Sullivan</u>	_____
(Print Name)	(Print Name)
<u>President</u>	_____
(Title)	(Title)

Face to Face Academy, a Minnesota Charter School

By: <u>Michael Word</u>	<u>Darius Husain</u>
(Signature)	(Signature)
<u>Michael Word</u>	<u>Darius Husain</u>
(Print Name)	(Print Name)
<u>Board Chair</u>	<u>Executive Director</u>
(Title)	(Title)

Attachment #1 – Application Information

Face to Face Academy Charter School Application Information

Mission Statement

The **mission** of Face to Face Academy is “to serve expertly students and families by reengaging youth in the excitement of the learning process while providing the foundational tools for college and career success that leads to becoming productive, conscientious, and empowered adults.”

Vision

The **vision** of Face to Face Academy is “to graduate the most At-Risk for dropping out of high school by integrating the highest quality of educational and support services.”

Declaration of Primary and Secondary Purposes

Minnesota charter school statute (MN Statute 2015, Sec. 124E.01, Subd 1) indicates that the “primary purpose of a charter school is to improve all pupil learning and all student achievement.” Face to Face Academy will satisfy the primary purpose as well as the following secondary purposes:

- 1) Increase learning opportunities for all pupils
- 2) Create new professional development opportunities for teachers

Improve all pupil learning and all student achievement

Face to Face Academy works with a population of students that are the most likely to drop out of high school. As a result, students who enroll in the Academy are of the lowest 10% at their previous schools in achievement in areas of attendance, reading and math skills, credit accumulation, and graduation rate. In all areas the Academy provides an environment, curriculum, and approach for tremendous gains.

Create new professional opportunities for teachers

The Academy employs a collaborative team model. As a small school, the Academy has the luxury of conducting meetings and professional development opportunities as an entire staff. Staff meet twice daily to discuss student issues, programming, lesson plans and curriculum, and strategies to improve student learning. In addition, twenty-six staff planning days per calendar year are set aside for continued learning and school enrichment. In these meetings and planning days, each staff member (from administrator to educational assistant) is provided a forum to share thoughts and ideas to improve the school and overall student achievement. In essence, they are able to influence programming and shape future offerings in a manner that is impractical in large school districts.

Since 2011-12 the Academy has also participated in the state funded Q-Comp program. As part of the school's comprehensive Q-Comp plan, staff members may apply for and take on leadership roles. These roles include two team lead teachers and an instructional facilitator. Each year, these three staff members will be trained in the Charolet Danielson model of teacher improvement. They will observe their fellow teachers in the classroom environment, offer feedback for improvement, and serve as mentors for other staff.

At the School Board level, three out of the seven Board positions are reserved for licensed teachers. This setup allows the individuals who have daily contact with the students a position of great responsibility in determining governance, policy, and budget priority for the school.

Increase learning opportunities for ALL pupils

At the core of any learning opportunity is participation and attendance in a school. While this statement may seem obvious, lack of attendance (in the form of truancy or dropping out) is an epidemic in the community. Currently, under 60% of Saint Paul students see their education to conclusion with a high school diploma. The Academy increases learning opportunities by targeting an underserved population who either is suffering from chronic truancy or has dropped out completely. In essence, the school reengages students in the learning process who may have otherwise given up on their education. Many of the Academy's graduates have been out of school for at least twelve months before enrolling. Those who are chronically truant see their attendance on average increase three times the rate from their previous school.

Another manner in which the Academy increases learning opportunities is by focusing on both core academics and life skills. The Academy recognizes that students must be proficient not only in the classroom, but in a host of other practical environments. The morning courses focus on core academic areas while the afternoon courses take on topics such as college and career readiness, citizenship, self-awareness, conflict resolution, personal health, resiliency, creative expression, and job skills. These learning opportunities reflect the Academy's emphasis on fostering well-rounded students and prepared graduates.

The Academy also provides students unique experiences that promote learning in the form of its Community Involvement and Wilderness Programs. Tied to the state standards, students spend time outside of the school walls engaging in their surroundings and natural habitat. In Community Involvement, students volunteer at a variety of local venues such as food shelters, nursing homes, and elementary schools. They learn the importance of being active and productive members of their neighborhoods and appreciate the impact that volunteerism can have both on the person receiving the help and on the helper. In the Wilderness Program, students study their environment, conservation and sustainability, the history of their state, and practical survival skills. They gain a sense of responsibility for their natural resources while engaging in a variety of activities that encourage teamwork, problem-solving, and overcoming challenges. In many cases, students participating in the Wilderness Program have never ventured outside of the Twin Cities or an urban setting.

Scope of Program

Grades Served: 9th -12th Grade

Number of Students Served: 90 -100 Students

Target Population: At Risk Youth, Chronically Truant, Under Credited/Over Aged, Social/Emotionally Vulnerable, though the school is open to all youth who may find benefit in a small, supportive, safe, and academically-oriented learning environment

Location: St. Paul, MN Payne/Phalen Neighborhood (Eastside)

School Calendar: The Academy calendar provides for the school to be open on a year-round basis in order to provide the most appropriate structure and ongoing instruction for the school's student population. The schedule consists of four, ten week-long quarters that are each divided into two contact periods of five weeks. Contact periods have a short break between them. Within the contact periods, there exists a unique Monday through Thursday schedule with an additional "Specialty Friday" throughout the year. After each five week contact period, conferences are held. Graduations are held twice a year in December and June.

As a part of the year-round model, the new school year begins the first week of July. This early start allows the school to be open throughout the year in order to provide ongoing structure and instruction for our student population. The Academy offers 170 days of regular school and meets the minimum 1020 instructional hour requirement for high schools. During staff planning days, students are invited to visit the school in order to make up school assignments or work individually with staff outside of the regularly structured school days.

Transportation: Metro Transit bus cards are provided to all qualifying students as the primary means of getting to and from school. The baseline bus card is a 10-ride youth pass that is replenished after five days of attendance. As an incentive for positive school related behavior, students who demonstrate consistent attendance receive an unlimited bus pass that can be used for any purpose (work and/or social). The Academy is conveniently located on three major bus routes, the 54, 61, and 64, accommodating a large portion of St. Paul and the surrounding suburbs.

For field trips, Face to Face Academy contracts through First Student Bus Co. for larger, all school needs. The Academy also employs two Multi-Functional School Activity Buses (MFSAB) that seats up to 14 passengers for smaller, more focused school activities. The MFSAB is the perfect complement for the Wilderness & Outdoor Program as it shuttles students to bike paths, ski trails, and camp sites.

Description of Education Program and Philosophy

Statement of Philosophy:

Face to Face Academy works with a population of students who are likely to drop out of high school. As a result, students who enroll in the Academy are often in the lowest 10% at their previous schools in achievement areas of attendance, reading and math skills, credit accumulation, and graduation rate. In all four areas, the Academy provides an environment, curriculum, and approach for tremendous gains. School year 2019/20 also marked another year of being awarded the distinction of being a “High Quality” charter school by the Minnesota Department of Education.

The Academy intends to maintain these gains by continuing its emphasis on its core strategies of providing a safe and nurturing environment for learning, a year-round calendar, differentiated classrooms with an increase of technology, small class sizes, advisory groups, after-school programming and a highly qualified staff with a focus on continued professional development. The Academy will also look for ways to improve programming for students by exploring additional services such as transitional and mentoring services post high school and by continuing to develop the Work-Based Learning Program.

The Academy employs a collaborative team model. As a small school, the Academy has the luxury of conducting meetings and professional development opportunities as an entire staff. Staff meets twice daily to discuss student issues, programming, lesson plans and curriculum, and strategies to improve student learning. In addition, 26 staff planning days are set aside each year for continued learning and school enrichment. In these meetings and planning days, each staff member is provided a forum to share thoughts and ideas to improve the school and overall student achievement. In essence, they are able to influence programming and shape future offerings in a manner that is impractical in large school districts.

The Academy is a long-time participant in the state funded Q-Comp program. As part of the school’s comprehensive Q-Comp plan, staff members take on important leadership roles. These roles included two team lead teachers and an instructional facilitator. Each year, these three staff members are further trained in the Charolet Danielson model of teacher improvement and observe their fellow teachers in the classroom environment, offer feedback for improvement, and serve as mentors for other staff.

Description of Critical Program Elements:

Remediation & Acceleration

Credit System

The Academy has been invited to different educational communities to discuss and share our unique credit system available to students. At the end of the quarter, teachers have a multitude of choices to award credits, standards and benchmarks based on the guidelines below:

Scenario	Guiding Action	Comment
Student is enrolled most of the semester & earns a 65% or better in the course (coupled with standards)	Students receives 1.0 credit and a grade of A,B,C, or D based on corresponding %	It is assumed that the student has earned the credit and satisfied the standards and benchmarks set forth in the syllabus
Student is enrolled most of the semester & earns between a 50% to 65% in the course.	Students receives .5 credit in the course and receives a corresponding grade of P or PC (Partial Credit)	Instructor indicates standards and benchmarks satisfied on “credit override sheet”*
Student is enrolled most of the semester and earns less than 50% in the course	Students receives 0 credit in the course, but hours are recorded	Instructor indicates hours, standards, and benchmarks satisfied which can be banked and applied later to cumulative elective (or in some instances, core)
Student is a late enrollee who attends over half the semester and earns a 65% or better in the course	Student receives .5 credit in the course and a grade of A, B, C or D based on corresponding %	Instructor indicates standards and benchmarks satisfied on “credit override sheet”*
Student is enrolled less than half of the semester	Students receives 0 credit in the course, but hours are recorded	Instructor indicates hours, standards, and benchmarks satisfied which can be banked and applied later to cumulative elective (or in some instances, core)

1. The credit system moves away from the all-or-none approach utilized in most “traditional” schools.
2. It rethinks “Academic Year” into a more fluid (less static) model without sacrificing seat time requirements (or standard requirements). This approach fits nicely with the year-round calendar employed by the Academy.
3. The system recognizes the vast mobility of credit deficit students; they often don’t adhere to traditional stop and start times and will often attend in fits and spurts.
4. It ultimately rewards students for consistent engagement while buying time for proper relationship building and support services to take root.
5. The Academy presented this approach at the Focus Graduation work group hosted by MDE in 2017 and received an extremely favorable response both from the Department and from other schools in attendance. More information regarding the system can be found by requesting “Credit Primer Sheet.”

Wilderness Program.

The Face to Face Academy Wilderness Program is another after-school program. A total of 20 days of outdoor programming is the goal for each school year. Face to Face Academy is unique in the sense that we offer the students different opportunities that challenge them and give them experiences that they may never come in contact with. As an after-school program, the Wilderness Program is one of the ways we offer these opportunities. The ultimate goal is to teach each student about what nature can offer them, give them a sense of teamwork and how to work as a group, and enhance leadership skills. Experiences include hiking, overnight camping, and indoor/outdoor rock climbing.

The Academy also hosted a variety of local and out of town camping experiences. Before each Wilderness trip there is a trial period where any student who is interested in the trip goes through a series of tasks. First, they must attend a meeting that covers all the trip details, such as looking at a gear list of what to bring, receiving a permission slip, information on where we will be hiking/camping, what is expected of them, and what they should expect from the trip. Typically, 12-15 students attend this meeting. This gives them a chance to look closer into the trip and decide if this experience is something they're interested in. The second task of the process is to attend a day hike or paddling experience using the gear that will be used on the overnight trips. They typically hike three miles with packs weighing five to ten pounds or canoe and portage for two to three hours. They carry the lunch for the day and supplies they may need for cooking preparation. In the day hike and paddling experience, the students get a feel for what it means to be outside, to work with a group, and to learn their physical limitations or strengths. Following this, they are ready to make an informed decision about attending the overnight trip. All students must have their permission slip in before attending the overnight trip.

On the overnight trips, students usually hike or paddle 5-15 miles a day from two to four night trips. The students are expected to help out around the campsite, encourage each other on the trail, be respectful to the environment and each other, and have an open mind about their new experience. They learn new skills such as building a campfire, keeping clean while camping, being responsible for their own equipment, putting up and taking down tents, surviving in nature, cooking outside, and much more. In addition to overnight camping, students participate in a reading and journaling experience. These trips give the students an excellent sense of accomplishment. It's a different kind of challenge than they are used to in the typical classroom. In turn, the Academy hopes they can apply the experience and physical skills in their daily lives.

Graduation and Post-Graduation Support

With a school program specifically designed to support students who are considered most at risk for not graduating from high school, each graduation is a special ceremony of success for our families. School Year 2019/20 successfully saw 10 students graduate. Each student prior to graduation, participates in math and reading classes in order to prepare for the college placement exam of the Accuplacer Test. Program goals have been created to evaluate this assessment data.

Every graduating senior completes a year-long class called Senior Seminar in order to create a transitional plan post high school. The class focuses on completing the last year of high school with success and transitioning into a work or college program after graduation. Students also practice public speaking clearly and effectively for a variety of purposes and audiences in the weekly class as the main objective in preparation for this major life transition. The main goals of the class are to develop a sense of community for our upcoming graduates and to prepare a plan for success after high school. Resume writing, mock interviews, college comparisons, career surveys, and education about how to live independently with knowledge of a budget, the rental process, navigating insurances, and obtaining a driver's license are weekly topics.

Work-Based Learning Program:

The Academy began Phase 1 of a Work-Based Program during the 2019-20 school year with 12 seniors who were already working or seeking employment. Students were able to further develop work-readiness skills and earn high school credit for the hours they successfully completed job duties and the Learning Program objectives.

Phase 2 of the Work-Based Learning Program will provide students who are enrolled in the Academy with an additional layer of education while they are employed at an approved work site. These partnerships in the business community will allow students to implement the skills they have learned on campus with our Work-Based Learning Instructor at their place of employment while earning high school credit.

The Academy has had a long history of creating real-world learning experiences outside of the traditional classroom. Students participate in an individualized training plan at approved work sites while exploring short and long term goals, foundational skills and knowledge of the workforce, completing performance indicators, and learning more about careers and training. An Academy student receives valuable feedback on professional and academic growth both from an employer and a teacher through this new program.

An Advisory Committee is also being organized to support the ongoing development of the Work-Based Learning Program. Volunteers from the Face to Face community to serve in a consultative role for the Academy. Individual responsibilities would include attending a meeting, either in-person or remotely, twice during the school year and sharing the point of view of the local business community. These meetings could include discussions on curriculum development, what employers are seeking from workers, how to connect students to work sites, development of internships and other skill-building workshops, and information-sharing of the landscape of the business world for our teachers.

Partnership with Department of Employment and Economic Development

Rehabilitation Services:

The Academy meets regularly with the Vocational Rehabilitation services on how to support our Special Education population through transitional services. Our graduates are well connected to our school community and we wanted to support their relationship building with our service providers in the community before and after graduation. These services are valuable to the students who have IEPs and medical conditions affecting employment. The services help students with the transition from high school to employment or continuing education. A Senior Rehabilitation Counselor regularly comes to the school to meet with students. She presents an orientation to the services and assesses students' needs, abilities and skills by administering the Minnesota Ability Test Battery, Minnesota Importance Questionnaire, Strong Interest Inventory and several other vocational assessments. The counselor then supports students how to fill out job application forms, build a resume and role played interviews with the students.

Student Support Services

Face to Face Academy supports every student toward graduation. Our smaller enrollment allows intensive programming to support our students toward academic success. Every student enrolls with specific goals at intake in the areas of attendance, work completion, and respectful participation in community. Staff offer continued support and review in these goal areas. Relationship building with the family begins immediately when a student shows interest in attending our school. Our student support services are examples of our best practices. The Academy expanded student support services with an increase of one more additional full time Special Education teacher and an additional full time school social worker and an additional part time school social worker for the start of each new school year. In total, for our small student population, we have three full time Social Workers for the school year with an additional one for the summer months, and two full time Special Education teachers. There are several staff members available every hour during the school day to support students in order to return successfully to the classroom.

Advisory:

Advisors, who are Academy staff members, foster relationships with the student and his or her family in order to build partnerships to address areas like attendance, behavior, and credit accumulation. The Academy is well known in the community as a school that develops relationships with whole families who typically haven't had a history with school success. These partnerships through frequent communication assist each student's school progress and success. Each student is assigned a staff member who is the main contact person with the student between home and school. Students are encouraged to check in with their Advisors at any time about any topic. Advisors make frequent phone calls to parents/guardians and meet together at conferences and upon request. Other meetings with students are held to explain Progress Reports and Attendance / Tardy Reports. In the summer of 2018, the Academy implemented a new student/teacher/parent portal to support better communication about school progress and success. Progress reports in every class are easily accessible at any point for the student, teacher, Advisor, or parent.

Absent and Tardy Policies

Face to Face Academy staff members have extensive training and experience in supporting truant students to improve attendance. The staff uses successful tools to foster an environment that encourages success through attendance, work completion, and respectful participation in community. There are weekly awards offered to support attendance and contact period (every five weeks) awards to support successful mid-term progress. The size of the school allows the staff to make daily connections with every student. We have a friendly and nurturing atmosphere so that each student feels noticed and welcomed at school. Many of our families have had painful memories at school and don't share a lot of academic success. It is the staff's main priority to foster a relationship with each student and his or her family to help reshape feelings, thoughts, and experiences about school. By the time our students graduate, their families have become lifelong members of the school community and continue to visit. Parents have become Board Members, and Alumni volunteer time to help with special events. We support improved attendance by building positive relationships.

Other tools to support attendance include:

- Twice daily staff meetings to discuss specific absences of the day
- Progress reports with each student every five weeks to address attendance and work completion
- One of the Social Workers call home when there is not an excuse for an absence
- An Advisor calls home additionally when a student has missed two days in a row with unexcused absences
- Staff check in with students after a series of excused or unexcused absences upon return to school
- Frequent communication with Ramsey County Probation Officer
- Communication and coordination with the Truancy Intervention Program
- Frequent communication with Ramsey County Social Workers and Public Health Nurses
- Written attendance contracts and behavior intervention plans
- Parent letters are sent home when a student has series of unexcused absences
- Supportive services are offered like counseling to address specific obstacles to attendance
- Family meetings with staff when other health issues affect attendance like pregnancy or other health concerns
- Daily point system to award both on time behavior and daily attendance

Equitable Access Learning Option

The advent of the COVID 19 Pandemic disrupted the normal flow of education worldwide. Schools were forced to make incredible adjustments in a relatively short period of time. Within this disruption, however, emerged new and innovative practices. What may have required years of preparation and development was accomplished in a matter of months. While it became evident that in-person learning was more valued than ever before, for a select group of students and families, these new

pathways of learning brought about by the Pandemic opened possibilities that were previously unavailable as ways to stay connected to their school community.

Out of this period of rapid evolution, the Academy is proud to introduce its Equitable Access Learning Option (EALO). This targeted program is designed to work in concert with the Academy's in-person services and is an available intervention for students where obstacles – either acute or chronic – prevent students from being able to engage successfully in educational and social emotional services traditionally provided in a school building. EALO's purpose is to reduce disruption in learning and help students stay connected to school when challenging life circumstances, which tend to be more prevalent in the Academy's target population, threaten to interrupt progress toward High School Graduation and future College/Career aspirations. The program is also intended for older students that are often balancing school and work obligations simultaneously and, where in an attempt to maintain this balance, often struggle to adhere to a traditional school schedule.

Services for Special Populations

Special Education:

Face to Face Academy complies with all applicable state and federal laws in serving students with disabilities, including IDEA, ADA, and Section 504.

Careful consideration is taken to ensure all components of an IEP are met through a robust internal staff of highly qualified Special Education teachers, social workers, educational assistance, and contracted employees, including a Special Education Director, School Psychologist, and Speech/Language Therapist. The Academy primarily coordinates these contracted services through the support of Indigo Education, a leading provider of special education services for Charter Schools.

About 30% of students enrolled in the Academy receive Special-Education Services. For these students, the Academy strives to provide the least restrictive environment, often providing services in the classroom with their regular-ed peers. High School students seem to prefer this model, which allows them the opportunity to receive the same education as all other students while benefiting from extra support. The small class sizes for all students makes it more practical to deliver impactful services. Additional Special Education courses including Study Skills, College and Career Exploration, and Independent Living Skills are offered each school year to supplement needs and accomplish IEP goals.

One of the hallmarks of the school is that the staff meets twice a day to discuss student progress and how to better ensure each student is receiving a quality education. Thus, Special Education staff have unparalleled access to regular education staff who are teaching the core and elective classes to Special Education students. These meetings provide a forum to review IEP goals and growth.

Face to Face Academy budgets to provide sufficient financial resources to meet our ethical and legal obligations to special education students. The school's obligation to students is

defined by evaluation results and by the instruction and related services identified in the student's individual education plan (IEP).

English Language Learners:

Face to Face Academy currently has no LEP students on its enrollment. This trend has been constant throughout the school's existence. If a student is identified as potentially qualifying for LEP services through such as indicators as the Home Language Questionnaire given to each student upon Intake, every effort will be made to either: 1) contract with appropriate providers to deliver quality LEP services or 2) help families coordinate enrollment in a more appropriate setting within the student's home district.

Gifted Students:

The Academy offers differentiated instruction to serve all learning types and levels. Inside the classroom, the learning content, process, and product are adjusted so that each student can progress at his or her level. With small class sizes, this is a daily accomplishment and a best practice of the Academy's veteran teaching team. Also, in order to prepare students for post high school, independent projects are designed to serve students in the core academic areas that encourage deeper learning and understanding that can resemble first-year college content. To challenge the juniors and seniors of the program, the Academy has participated in the *College in the Schools* and has offered students the opportunity to participate in PSEO. The *College in the Schools* program has offered college level writing and algebra. More recently, the Academy has promoted PSEO and has had success with this programming. Academy students participate in classes both at Face to Face and at local community colleges. Students earn high school and college credits at the same time. Students are able to also stay connected to the Academy's extensive support staff while experiencing college classes so that a transition from high school to college is more seamless and successful.

Governance/Management and Administration Plan

Face to Face Academy Board Composition, Role and Procedure

The governance structure for the Academy is established in the Bylaws of Face to Face Academy. As directed by the Bylaws, the Board of Directors (Board) is the governing body for Face to Face Academy, and is responsible for conducting and managing the affairs, property, and business of the school. The Bylaws specify the powers and duties, size, terms, composition, officer positions and duties, quorum and decision making process, and election procedures of the Board. The Academy Board oversees the school's achievement of its vision and mission and goals through prudently managing the financial affairs of the school, reviewing and approving the annual budget for the Academy, hiring, firing, advising and overseeing the performance of the Program Director, conducting regular Board self-assessments, ensuring consistent evaluation of student performance, promoting the engagement of the community and parents and guardians of all students, and adopting policies for the organization.

The Board consists of seven elected Directors, who generally serve terms of three years. Individual members may serve multiple terms. There are four elected Officers of the Board: Chair, Vice Chair, Secretary, and Treasurer. Three of the Directors must be licensed Academy teachers who also complete an election. The Board holds monthly meetings. The Board complies with the Open Meetings, Open Records law, and meetings are conducted using Parliamentary Procedure. Meetings are posted to all stakeholders in a variety of ways. Meeting dates and location are posted on the school's website and in school mailings and announcements. The website includes information about Board meetings and an invitation for parents to attend. Parent-teacher conferences, which are held four times a year, involve another oral and written notification for parents to attend. In addition to practicing Open Meetings, the Academy upholds Open Records, any member of the general public or school community can request Academy School Board minutes at any time.

The Academy School Board hosts elections every year for expiring terms of its Directors. These elections are posted on the website and shared through parent letter mailings. Nominations are encouraged. Elections are fair and public, with secret ballots. Ballots are given to all staff, parents of all currently enrolled students, and Directors. Results are collected, tallied and authorized at the following Board meeting.

Creation of Board Policies

As mentioned earlier in the section, the Board of Directors of Face to Face Academy is made up of teachers, parents, and community members. Each member brings expertise and judgment to the Board and to the organization. One of the chief responsibilities where this expertise is called into play is the adoption of policies that govern the Board and the Organization. The Board has developed a process to ensure a proposed policy is reviewed and created in a timely and thoughtful manner. At the beginning of each Director's term, a Board Manual is issued to each member containing all relevant Academy policies. These policies are reviewed at the start of each school year. In addition, Administration identifies issues for which a policy is required – either because of legal or administrative requirements, or good governance. The Academy's on-going relationship with MACS is especially helpful in remaining appraised of any new statute or obligation.

Once a policy need has been identified, the usual process will be a general discussion at a meeting, followed by a draft proposal prepared by members and presented and discussed at the next meeting, and then adoption at a third meeting. This process provides time for thoughtful consideration of the issue and the suggested policy. The process can be shortened if necessary. Regardless of timeline, the Board and Administration utilize their network of resources – MDE, Authorizer, Dieci School Finance, Indigo Education, other charter schools, and the before mentioned MACS – to determine existing policy models and best practices.

From time to time, the Board itself will identify an issue that needs a policy. The process is otherwise the same. This thorough development procedure and the underlining focus on accountability, ensures that the school has remained and will continue to be in compliance with all applicable state statutes and expectations.

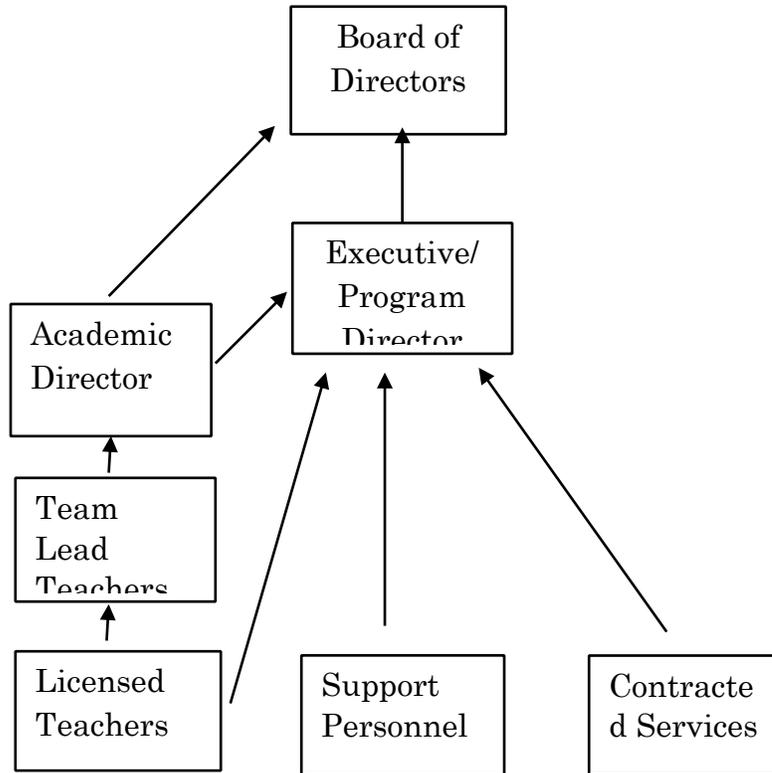
Program and Academic Directors

The Board hires and oversees the performance of the Executive Director. Due to the small size of the school, the Executive Director also serves as the Program Director. The Board delegates to the Executive Director the responsibility for the overall administration of the Academy and for implementing the directives of the Board. The Executive Director is in charge of the day-to-day programming of the school, supervises all staff, ensures a positive and safe learning environment, addresses parents' needs and concerns, serves as the LEA, attracts and orients new students, and oversees all financial matters including maximizing revenue, approving expenditures, budgeting, and accountability. The Executive Director also has more "big picture" responsibilities, such as strategic planning, fundraising and development, networking and community building, and representing the school in the broader community.

The Academic Director is a Staff Officer of the Academy reporting to the Executive Director. The Academic Director is responsible for providing leadership for and implementing the educational program for the Academy, and assuring that the curriculum, instructional strategies, and assessment practices are aligned to the school's mission and vision and Minnesota's state requirements. The Academic Director participates in strategic planning for the Academy and assists the Executive Director (as Program Director) in supporting the Academy staff regarding the educational program. The Academic Director is also responsible for ensuring that all academic requirements of external organizations are met, including annual and quarterly reports, school improvement plans, state and school testing requirements, and staff professional development.

In addition to these two positions, the Academy Staff includes licensed teachers, social workers, educational specialists, paraprofessionals, clerical staff, and contractual employees.

The following is the organizational chart for Face To Face Academy:



Attachment #2

ACCOUNTABILITY SYSTEM

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

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

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

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

Evaluation Framework

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

Evaluation Rubric

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

- 4 = Exceeds standard
- 3 = Meets standard

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

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

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

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

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

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

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

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

Evaluation Framework

Indicators

The University of St. Thomas Evaluation Framework seeks to set forth the indicators and measures that capture school performance. Indicators are general categories of performance and include

academic performance, financial viability, and organizational effectiveness, which encompasses board governance, operations, and legal compliance. These indicators seek to answer specific questions and are grouped as follows:

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

Measures

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

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

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

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

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

Methodology for Selection of Comparison Schools or Virtual Comparison School

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

Identification of Demographic Comparison Schools

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

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

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

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

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

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

A unique virtual school will be created separately for each charter LEA. The performance of the students in this virtual school will then be calculated. To account for the possibility that a single iteration, or “run,” of this process may produce an atypical comparison group for a given

charter LEA, the procedure will be repeated multiple times for each charter LEA, and the performance of the comparison virtual schools over those multiple runs will be averaged on each of the six High Quality Charter School measures. This virtual school creation process is repeated for each year of data included in the analysis.

Face to Face Academy has elected to use demographic comparison schools identified via the method described above and also include the MDE-generated Virtual Comparison School as one of the 3-5 total comparison schools.

Minnesota Comprehensive Assessment Measures

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

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

MCA Proficiency

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

MCA Proficiency for Students in Various Demographic Groups

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

MCA Progress

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

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.

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

Progression to Graduation

Schools serving grades 9-12 must demonstrate their ability to move students to graduation as defined in the Evaluation Rubric. Face to Face Academy serves an often over-aged and under-credited population, the progress of which is not adequately reflected in current MDE graduation rate calculations. For this reason, Face to Face Academy's success in this area will be based on the school's ability to move continuously enrolled (10/1 to 6/1 with at least 60% attendance) students toward graduation through meeting appropriate credit accumulation goals as indicated in the Evaluation Rubric.

College Readiness

Ensuring that students are graduating ready for success in higher education, with or without remediation is a critical measure of success. Face to Face Academy will work to ensure that its graduates are prepared for success in reading and mathematics by examining their achievement on the MCA, Accuplacer, and/or ACT as defined by 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 cashflow projection by June 30th of each fiscal year; and
- Performance on key financial metrics that demonstrate the school’s financial position.
- School ability to meet bond covenants

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

Annual Audit

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

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

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

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

- Systems to properly maintain policies and bylaws.
- Compliance with bylaws and policies.
- Demonstrated commitment of all members to continuous learning, and nonprofit best practices including:
 - a. Ability to understand and abide by appropriate board and school leader roles (i.e.: governance vs. management).

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

- d. Retention of appropriate staff (including EL teachers, and contracted service providers) as required by student population.
- e. Results from most recent MDE program and financial audits.
- f. ACCESS Results, if indicated by the Evaluation Rubric.
- The school’s Disciplinary Incident Reporting System (DIRS) data
- Structures and practices in place to support students requiring accommodations
- Practices and policies in place to support equity
- Practices and policies in place to create a welcoming an inclusive environment

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

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

All violations of applicable law should be reported to St. Thomas. If St. Thomas believes a violation has occurred, and this violation was not reported, St. Thomas shall first ask the charter

school to respond to the information upon which the concern would be based. If St. Thomas believes a violation has occurred which may be material, it shall also obtain an opinion from a qualified third-party professional(s) regarding the importance of the violation. In general, a violation will be considered Major if it indicates a deliberate act of wrongdoing, reckless conduct or causes a loss of confidence in the abilities or integrity of the school or seriously jeopardizes the continued operation of the school. Classification of a finding as material shall be the sole discretion of St. Thomas.

Evaluation Rubric

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

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

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

SECTION I – IS THE LEARNING PROGRAM A SUCCESS?

<p>1.1 MCA Proficiency: Are students performing as well as or better than the state, the resident district, and comparison schools on MCA math and reading exams?</p> <p style="margin-left: 20px;">1.1a Reading</p> <p style="margin-left: 20px;">1.1b Mathematics</p> <p style="margin-left: 40px;">Note that for Face to Face Academy, comparison schools include 3-4 demographically similar comparison schools with the MDE-generated virtual comparison serving as an additional comparison school.</p>				
1 = Does not meet standard		More than 10 percentage points below comparison groups		
2 = Approaching standard		6-10 percentage points below comparison groups		
3 = Meets standard		Within 5 percentage points of comparison groups		
4 = Exceeds standard		Exceeds comparison group by more than 5 percentage points		
	Reading Proficiency	Score (see criteria for 1-4 above)	Weight	Points earned
Charter School (CS)				
Average of demographic match schools			37.5%	

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

1.1a Reading:

1.1b Mathematics:

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

Comments/Evidence:

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

1.2 MCA Proficiency for Students in Poverty: Are students living in poverty (defined as qualifying for free or reduced-price lunch) performing as well as or better than the state and resident district on MCA math and reading exams? (Note: State and resident district are weighted equally in this measure. For this and all measures below, if analysis results in different scores for Reading and Math, report overall average for the measure, ie, 2 for Reading and 3 for Math, = 2.5, etc.)

1.2a Reading

1.2b Mathematics

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

2 = Approaching standard 5-10 percentage points below comparison group.

3 = Meets standard Within fewer than 5 percentage points of comparison group.

4 = Exceeds standard Exceeds comparison group by 5 or more percentage points.

1.2a Reading:

1.2b Mathematics:

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

Comments/Evidence:

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

1.3 MCA 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.) or a student who scored below 820 on the math and/or reading MCA growing to a minimum score of 1030 (reading) or 1130 (math).

1.3a Reading

1.3b Mathematics

Note that year one data will be collected as a baseline with thresholds set the following year.

1 = Does not meet standard	Less than 35 percent of students are maintaining or moving toward proficiency.
2 = Approaching standard	35-49.9 percent of students are maintaining or moving toward proficiency.
3 = Meets standard	50-54.9 percent of students are maintaining or moving toward proficiency.
4 = Exceeds standard	More than 55 percent of students are maintaining or moving toward proficiency.

1.3a Reading:

1.3b Mathematics:

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

Comments/Evidence:

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

1.4 Are students in grades 9-10 making substantial and adequate gains over time, as measured using the school’s selected standardized assessments (NWEA testing percentage meeting RIT growth goals)?

1.4a Reading

1.4b Mathematics

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

4 = Exceeds standard	Analysis indicates that an adequate proportion of tested students made expected gains (more than 65%).
1.4a Reading: <input type="text"/>	
1.4b 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	

1.5 Is the school moving students toward graduation by ensuring that continuously enrolled students meet their individual credit accumulation goals?	
1 = Does not meet standard	Less than 65% of students met their credit accumulation goal.
2 = Approaching standard	65-79.9% of students met their credit accumulation goal.
3 = Meets standard	80-90% of students met their credit accumulation goal.
4 = Exceeds standard	More than 90% of students met their credit accumulation goal.
Rating: <input type="text"/>	
Comments:	
Source: MDE Data Analytics Request	

1.6 Does students' performance on post-secondary readiness assessments in reading and mathematics (i.e.: ACT, SAT, Accuplacer, or MCA college-ready cut score) reflect college and career readiness?	
1 = Does not meet standard	A minimal proportion of tested students were college ready (Less than 65% of students demonstrated readiness with or without remediation).
2 = Approaching standard	An inadequate proportion of tested students were college ready (65-79.9% of students were college ready with or without remediation).
3 = Meets standard	An adequate proportion of tested students were college ready. (80-95% of students were college ready with or without remediation.)
4 = Exceeds standard	An exceptional proportion of tested students were college ready. (Meeting standards for level 3 AND over 40% were college ready without remediation.)
1.6a Reading: <input type="text"/>	
1.6b Math: <input type="text"/>	
Rating: <input type="text"/>	
Comments:	
Source: MDE Website, Annual Report, End of year report, Test data spreadsheets	

1.7 Is the school meeting its school-specific academic goal(s) as measured by the Safe and Responsive Schools Survey? This goal is measured by the average score on measures related to creating a setting conducive to academic learning and healthy personal development: belongingness, effective learning environment, personal school experience, safety, and civility. Survey items used for this measure are scored on a 1-5 scale with 5 reflecting the most positive performance.

1 = Does not meet standard	Overall average survey scores in identified areas was at or below 1.5.
2 = Approaching standard	Overall average of survey scores in identified areas was between 1.5-2.9.
3 = Meets standard	Overall average of survey scores in identified areas was 3-4.
4 = Exceeds standard	Overall average of survey scores in identified areas was above a 4.

Rating:

Comments:

Source: Annual report

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

1.8a: Reading

1.8b: Math

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

1.11a: Reading:

1.11b: Math:

Overall Rating:

Comments:

Source: MDE website

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

1.9a: Reading	
1.9b: Math	
1 = Does not meet standard	More than 10 percentage points below state special education performance.
2 = Approaching standard	6-10 percentage points below state special education performance.
3 = Meets standard	Within 5 percentage points of state special education performance.
4 = Exceeds standard	Exceeds state special education performance by more than 5 percentage points.
1.9a: Reading: <input type="text"/> 1.9b: Math: <input type="text"/> Overall Rating: <input type="text"/> Comments:	
Source: MDE website	

1.10 Are students attending school regularly as measured by the percentage of students earning over 70% of their possible attendance points?	
1 = Does not meet standard	Less than 50% of students meet the attendance point threshold.
2 = Approaching standard	50-59.9% of students met the attendance point threshold.
3 = Meets standard	60-69.9% of students met the attendance point threshold.
4 = Exceeds standard	Over 70% of students met the attendance point threshold.
Rating: <input type="text"/> Comments:	
Source: Annual/quarterly reports, Site visits	

1.11 Does the school’s learning program exemplify the mission and vision of the school?	
1 = Does not meet standard	The learning program does not exemplify the mission and vision of the school in policy or practice, and school leadership and/or the Board do not recognize the need to synchronize the two.
2 = Approaching standard	The learning program does not exemplify the mission and vision of the school. School leadership and the Board recognize the need to synchronize the two.
3 = Meets standard	The learning program exemplifies the mission and vision of the school. Staff are able to articulate this through daily teaching.
4 = Exceeds standard	The learning program exemplifies the mission and vision of the school. Staff are able to articulate this through daily teaching. Board, academic, and operational decisions are made with the school’s mission in mind.
Rating: <input type="checkbox"/>	
Comments:	
Source: Site visits, ongoing correspondence, strategic plan or other documentation	

<p>1.12 Are students accepted to and enrolling in post-secondary programs at a high rate within 24 months of graduation? Note: Post-secondary programs can include training in the trades, reputable vocational and/or certificate programs that lead to living-wage positions, military service, and 2 and 4 year college programs.</p> <p>1.12a: Acceptance</p> <p>1.12b: Enrollment</p> <p>Note that statewide college enrollment levels for students receiving free or reduced price lunch were between 49% and 63% during the period from 2016-2020. Face to Face Academy saw greater volatility during that period with between 6% and 47% of students enrolling, 20.8% on average. The volatility is largely due to the school’s small student population. Note that targets are set bearing in mind that the definition of post-secondary programs used for the indicator is slightly broader than state definitions, and that enrollment is more difficult to attain and verify than initial post-secondary acceptance (which more often occurs while the student is still enrolled and in regular contact with F2F Academy).</p>
<p>1 = Does not meet standard</p> <ul style="list-style-type: none"> a. Less than 35% of students in the graduating class have been accepted into a post-secondary program b. Less than 15% of students in the graduating class have enrolled in a post-secondary program
<p>2 = Approaching standard</p> <ul style="list-style-type: none"> a. Between 35%-44.1% of students in the graduating class have been accepted into a post-secondary program b. Between 15%-24.9% of students in the graduating class have enrolled in a post-secondary program

3 = Meets standard

- a. Between 45%- 65% of students in the graduating class have been accepted into a post-secondary program
- b. Between 25%- 50% of students in the graduating class have enrolled in a post-secondary program

4 = Exceeds standard

- a. Over 65% of students in the graduating class have been accepted into a post-secondary program
- b. Over 50% of students in the graduating class have enrolled in a post-secondary program

1.12a:

1.12b:

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

Comments:

Source: MDE Sleds Data, School reported data

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; 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	

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)? <p>*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.</p>	
1 = Does not meet standard	A budget is not approved by June 30; the budget is not adequately detailed; no cash flow projection is established; lower than expected enrollment requires major budget adjustments; or the budget does not meet the fund balance policy goals set forth by the board.
2 = Approaching standard	A detailed budget is approved before June 30 but may not include a cash flow projection for the year; established budget may require adjustment due to lower than expected enrollment; budget meets the fund balance policy goals set forth by the board.
3 = Meets standard	The detailed budget is approved before June 30 and includes a cash flow projection for the year; established budget is based on realistic enrollment; and is adjusted if needed. The budget meets the fund balance policy goals set forth by the board and allows for maintenance of core programming.
4 = Exceeds standard	NOT APPLICABLE
Rating: <input type="text"/>	
Comments:	
Source: Monthly board packets, UST site visits, UST meetings with business manager(s)	

2.5 Budgeted Enrollment Realization: Does the school’s target ADM (as established by initial 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, 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: <input type="text"/>	
Comments:	
Source: Annual Report, Auditor Report, Financial Statements, Board policies	

2.7 For established schools (in operation for at least 4 years) does the school have a sufficient fund balance?	
1 = Does not meet standard	The school's fund balance is less than 10% of annual expenditures.
2 = Approaching standard	The school's fund balance is between 10-15% of annual expenditures.
3 = Meets standard	The school's fund balance is more than 15% of annual expenditures.
4 = Exceeds standard	The school's fund balance is more than 20% of annual expenditures AND overall academic outcomes fall within the 'meets standard' range.
Rating: <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:

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: <input type="text"/> Comments:	
Source: MDE STAR Discrepancy Reports (self-reported data, crosscheck with licensure file checks) D-1	

3.4 Does the school complete criminal background checks in accordance with MN Statute and UST expectations?

1 = Does not meet standard	The school cannot certify that it completes criminal background checks of staff and the board.
2 = Approaching standard	The school certifies that it completes criminal background checks of the staff but not the board.
3 = Meets standard	The school certifies that it completes criminal background checks of staff and the board, as required by school policy.
4 = Exceeds standard	NOT APPLICABLE
Rating: <input type="text"/> Comments:	
Source: UST site visit, board chair interview, background check policy	

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

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

1 = Does not meet standard	The school is not in compliance with other applicable law.
2 = Approaching standard	NOT APPLICABLE
3 = Meets standard	The school is in compliance with other applicable law.
4 = Exceeds standard	NOT APPLICABLE
Rating: <input type="text"/> Comments:	
Source: UST site visit, board chair interview, background check policy	

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

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

1 = Does not meet standard	At least some board members do not understand the role of the board and the role of the school leader. Board policies and practices are not transparent or not present. Board meetings often address issues not central to the role of the board and/or fail to address core functions such as leader evaluation and school financial/academic health.
2 = Approaching standard	Some board members, but not all, exhibit understanding of their roles as board members and the role of the school leader. Board policies and practices are not always transparent and/or are not fully developed. The board inconsistently addresses issues central to its role such as leader evaluation, leader professional development plan approval (if applicable), and school financial/academic health.
3 = Meets standard	The Board exhibits understanding of its role and the role of the school leader. The board policies and practices are generally transparent and systems are in place to maximize effectiveness of the board, including an orientation process for new members, annual board self-evaluation, annual leader (and EMO/CMO if applicable) evaluation, annual approval of leader development plan (if applicable) and a plan for conducting and tracking initial and ongoing training. The board engages in regular strategic planning. The board is able to adequately sustain its membership through recruitment efforts.
4 = Exceeds standard	NOT APPLICABLE

Rating:
Comments:

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

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

1 = Does not meet standard	Board policies and/or bylaws are outdated and not reviewed regularly.
2 = Approaching standard	Board policies and/or bylaws are reviewed and approved as needed, but are not comprehensively reviewed on a regularly scheduled basis.
3 = Meets standard	Board policies and bylaws are reviewed for content and legal compliance, updated, and approved on a regularly scheduled basis, no less than once every three years.
4 = Exceeds standard	NOT APPLICABLE

Rating:
Comments:

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

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

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

Rating:
Comments:

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

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

1 = Does not meet standard	The school is <u>not</u> fulfilling its legal obligations regarding ELs and requires substantial improvement
2 = Approaching standard	The school is fulfilling all of its legal obligations regarding ELs but requires some improvements
3 = Meets standard	The school is fulfilling its legal obligations regarding ELs and requires no considerable improvements
4 = Exceeds standard	NOT APPLICABLE
Rating: <input type="checkbox"/>	
Comments:	
Source: UST site visits, Reference EL Packet, Formalized complaints at MDE, or Critical Elements review (SP-1)	

3.10 Is the school fulfilling its legal obligations related to access and services to students with individual education plans (IEPs)? (i.e. The school has a TSES manual that is school-specific and board-approved; has a special education director actively involved in working with special education staff and school leadership; effectively contracts with entities to provide services to students when necessary; completes annual IEP meetings on time; has been subject to no investigations related to special needs students; and has received a clean audit by MDE in the last audited school year. The school ensures that staff have appropriate training and are familiar with current legislation and research related to best practices for serving students with IEPs.)	
1 = Does not meet standard	The school is not fulfilling its legal obligations regarding students with special needs and requires substantial improvement
2 = Approaching standard	The school is fulfilling all of its legal obligations regarding students with special needs but requires some improvements
3 = Meets standard	The school is fulfilling its legal obligations regarding students with special needs and requires no considerable improvements
4 = Exceeds standard	NOT APPLICABLE
Rating: <input type="checkbox"/>	
Comments:	
Source: UST site visits, Reference: special education investigation search on MDE website and special education training materials; Special education director interview	

3.11 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	

3.12 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="checkbox"/>	
Comments:	
Source: Annual report, renewal application	

3.13 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 10%.
2 = Approaching standard	More than 75% but less than 85% of parents surveyed indicate they are satisfied with the school and the school achieved a response rate greater than 10%.
3 = Meets standard	More than 85% but less than 95% of parents surveyed indicate they are satisfied with the school and the school achieved a response rate greater than 10%.
4 = Exceeds standard	At least 95% of parents surveyed indicate they are satisfied with the school and the school achieved a response rate greater than 10%.
Rating: <input type="checkbox"/>	
Comments:	

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

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

Rating:
Comments:

Source: Authorizer observation

3.15 Does the school have systems in place that are reducing the number of subjective disciplinary incidents? Note, 'systems' include use of a clear disciplinary policy and relevant management/policy training for teachers. Subjective disciplinary incidents are those captured in the disruptive/disorderly category in DIRS.	
1 = Does not meet standard	The school does not have a clear disciplinary policy that is widely understood and implemented and subjective disciplinary incidents rose by more than 15 incidents from the prior year.
2= Approaching standard	The school has a clear disciplinary policy but it is not widely understood and implemented and/or subjective disciplinary incidents rose significantly (10-15 incidents or more) from the prior year or remained at a high level (impacting more than 10% of students).
3 = Meets standard	The school has a clear disciplinary policy which is widely understood and implemented, and subjective disciplinary events either declined or remained below 10. Classrooms are generally observed to be well-managed during site visits.
4 = Exceeds standard	The school has a clear disciplinary policy which is widely understood and implemented, and is felt to be fair by students and families. Subjective disciplinary events have been stable at a level impacting less than 5% of students, or resulting in less than 5 incidents per year for at least two years. Classrooms are uniformly observed to be well-managed during site visits.
Rating: <input type="text"/>	
Comments:	
Source: MDE DIRS Data, School reported data	

3.16 Does the school have appropriate structures in place to effectively identify and support students needing academic accommodations (either acceleration or remediation), mental health supports or other supports in a timely fashion?	
1 = Does not meet standard	The school does not have adequate systems to identify students needing supports. When students are identified the systems in place move slowly, taking weeks or months to execute the eventual support. Communication within systems is poor and internal/external stakeholders (teachers, school staff, parents, students) do not always receive timely or adequate communication.
2 = Approaching standard	The school has systems to identify students needing supports, but they may not always work as designed. When students are identified the systems in place move at a moderate pace, taking several weeks to a month to execute the eventual support. Communication within systems is patchy and internal/external stakeholders (teachers, school staff, parents, students) receive communication, but it may not always be timely or adequate.
3 = Meets standard	

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

4 = Exceeds standard

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

Rating:

Comments:

Source: Site visits, ongoing correspondence, interviews

3.17 Is the school committed to culturally affirming practices and equity by engaging in/ providing the following:

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

1 = Does not meet standard Staff do not engage in cultural competency training. The board/ staff are not representative of the students the school serves and there is no plan to engage the school's broader community.

2 = Approaching standard Staff/ Board members inconsistently engage in cultural competency training. The school is committed to recruiting staff/ board members who are representative of their school's community as evident by recruitment practices.

3 = Meets standard Students/ families of all backgrounds report that the school feels welcoming and accepting. Staff/ Board members regularly engage in cultural competency training, and equity is included in the school's strategic plan. The school routinely engages the school's broader community, as evidenced by staff/ board composition. And the school utilizes a curriculum that is not only representative of the student's it serves; it also represents a multitude of backgrounds and perspectives.

4 = Exceeds standard NOT APPLICABLE

Rating:

Comments:

Source: Site visits, ongoing correspondence, interviews

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

- **Marketing/outreach targets socioeconomically and racially diverse populations**
- **Materials available in multiple languages**
- **Robust EL/ SPED Programming**
- **Enacting policies that reduce enrollment barriers**

1 = Does not meet standard	The school's marketing strategy marginalizes or ignores students from diverse backgrounds and/or those who are low income. Materials are only available in English. The school has an undeveloped EL or SPED program. Additionally, school policies and practices are not transparent and/or result in accessibility barriers for low income students and students of color.
2 = Approaching standard	The school's marketing strategy includes a plan to recruit students from diverse backgrounds and/or those who are low income. However, materials are only available in English. The school has an underdeveloped EL or SPED program. School policies and practices are generally transparent and do not create accessibility barriers for low income students or students of color.
3 = Meets standard	The school's marketing strategy includes an actionable plan to recruit students from diverse backgrounds and/or those who are low income. The plan is actively utilized. Materials are available in multiple languages and the school has robust EL and SPED programs. Additionally, school policies and practices are clear, transparent, and do not have negative impacts on low income students or students of color.
4 = Exceeds standard	NOT APPLICABLE

Rating:

Comments:

Source: Site visits, ongoing correspondence, interviews

Attachment #3 – Articles of Incorporation

CS57

State of Minnesota

SECRETARY OF STATE

CERTIFICATE OF INCORPORATION

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

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

Corporate Name: Face to Face Academy
Corporate Charter Number: 1R-952
Chapter Formed Under: 317A

This certificate has been issued on 07/23/1998.



Joan Anderson Grove
Secretary of State.

1R-952

**ARTICLES OF INCORPORATION
OF
FACE TO FACE ACADEMY**

We, the undersigned, for the purpose of forming a nonprofit corporation under the provisions of Chapter 317A of Minnesota Statutes, as amended, do hereby associate ourselves as a body corporate and adopt the following Articles of Incorporation.

ARTICLE I - NAME

The name of this corporation shall be "Face to Face Academy."

ARTICLE II - PURPOSES

The corporation is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986. The purpose of the corporation shall be to establish and operate a public school under Minnesota Statute 120.064, Results-Oriented Charter Schools. In all its operations, the Face to Face Academy will comply with federal non-discrimination law and with the Minnesota Human Rights Act.

ARTICLE III - AUTHORITY

In the furtherance of its purposes, the corporation shall have power and authority (except as stated in these Articles of Incorporation) to engage in any and all lawful activities that may be reasonably necessary or convenient for the accomplishment of any of its purposes and to exercise all power and authority now or subsequently conferred upon nonprofit corporations and public charter schools organized under the laws of the State of Minnesota.

ARTICLE IV - NONPROFIT CORPORATION

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article II hereof.

No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(a) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

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ARTICLE V - DURATION

The duration of this corporation shall be perpetual.

ARTICLE VI - REGISTERED OFFICE

The mailing address of the registered office of this corporation is:

1165 Arcade Street
St. Paul, Minnesota 55106

ARTICLE VII - INCORPORATOR

The name and mailing address of the incorporator(s) are as follows:

Rosemarie Merrigan
Face to Face Academy
1165 Arcade Street
St. Paul, MN 55106

Rhonda Lundquist
Face to Face Academy
1165 Arcade Street
St. Paul, MN 55106

ARTICLE VIII - BOARD OF DIRECTORS

The management of this corporation shall be vested in a Board of Directors, consisting of such number of directors (but not less than three) as shall be established by the Board of Directors. The powers, authorities, and duties of said Board of Directors, the time and place of its meetings, and all other regulations concerning the Board of Directors (subject to the provisions of Chapter 317A of Minnesota Statutes and Minnesota Statute 120.064 and these Articles of Incorporation) shall be prescribed by the Bylaws. The Board of Directors shall be elected bi-annually after year 1998. A new director may be elected to fill any vacancy in the Board of Directors, whether created by removal, death, or resignation of any director or by reason of an increase in the number of directors authorized by the Board of Directors at any annual or special meeting of the Board of Directors or by a majority vote of all directors then in office.

The first Board of Directors shall consist of the following directors, who shall each hold office for the term of one (1) year or until his or her successor shall have been duly elected and qualified, or until the earlier death, resignation, removal, or disqualification of such director:

Nancy DiPerna
100 East Eleventh Street
St. Paul, MN 55101

Harm H. Modder
100 E. Eleventh St.
St. Paul, MN 55101

Tica Hansen
5601 Smetana Drive - Route 80793
Minnetonka, MN 55343

Mee Moua
150 South 5th St. Suite 2300
Minneapolis, MN 55402

Rick Heydinger
275 E. 4th, Suite 710
St. Paul, MN 55101

Karen Muller
P.O. Box 64683
St. Paul, MN 55164-0683

Hope Jensen
395 John Ireland Blvd.
St. Paul, MN 55155

Brian Murray
P.O. Box 1459 - MN012-N282
Minneapolis, MN 55440-1459

Val Jensen
25 Constitution Ave. Suite 210
St. Paul, MN 55155

Nancy Nichols
P.O. Box 64271
St. Paul, MN 55164

Dale Johnson
P.O. Box 3331
St. Paul, MN 55133-3331

Bob Olsen
663 University Ave.
St. Paul, MN 55104

Thomas Kigin
45 E. 7th Street
St. Paul, MN 55101

Nan Skelton
301 19th Ave. S.
Minneapolis, MN 55455

Kate Latimer
700 St. Paul Bldg.
6 W. 5th Street
St. Paul, MN 55102

Mary Wingfield
7300 147th St. #400
Apple Valley, MN 55124

William Mahlum
444 Cedar Street, Suite 1020
St. Paul, MN 55101

ARTICLE IX - LIABILITY

No director or officers of this corporation shall have any personal liability for any obligation of the corporation.

ARTICLE X - SHARES

The corporation shall issue no shares.

ARTICLE XI - DISTRIBUTION ON LIQUIDATION OR DISSOLUTION

The property of this nonprofit corporation is irrevocably dedicated to educational purposes as provided in these Articles. Upon dissolution of this corporation, all of the assets and property of the corporation shall, after payment of its just debts and obligations, be distributed to an educational corporation or organization, the educational work of which is determined by a majority vote of the Board of Directors to be most in accord with the purposes of this corporation and which is then exempt from federal income taxation within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986. No distribution of the assets or property of this corporation shall ever be made to or inure to the benefit of any director or officer of this corporation or to any private individual, within the meaning of the Board of Directors.

ARTICLE XII

The Board of Directors may make such rules and regulations not inconsistent with these Articles, nor contrary to law, as may be deemed necessary or expedient for the management of the affairs of this corporation and to carry out its purposes.

ARTICLE XIII - AMENDMENT OF ARTICLES

The Board of Directors may amend these Articles of Incorporation of this corporation by a two-thirds vote of those present at a duly constituted meeting. Ten days prior written notice of the meeting and proposed amendment shall be given to each member of the Board of Directors.

ARTICLE XIV - WRITTEN ACTION BY BOARD

A written action by the Board of Directors of the corporation must be signed only by that number of directors which would be required to take the same action at a meeting of the Board of Directors at which all directors were present.

IN WITNESS WHEREOF, the undersigned incorporator has hereunto set his/her hand this 23rd day of July, 1998.

Rosemarie Merrigan
Rosemarie Merrigan

Rhonda Lundquist
Rhonda Lundquist

Sworn and subscribed to before me this 23 day of July, 1998.

[Signature]
Notary Public



STATE OF MINNESOTA
DEPARTMENT OF STATE
FILED

JUL 23 1998

Grant Anderson Howe
Secretary of State [Signature]

Attachment #4 – Bylaws

BYLAWS OF

FACE TO FACE ACADEMY

A Corporation organized under the Minnesota Non-Profit Corporation Act

Originally Approved June 20, 2002

Amended as of May 19, 2003

Amended and Restated as of April 4, 2006

Amended and Restated as of April 18, 2011

Amended and Restated as of December 18, 2012

Amended and Restated as of November, 2014

Last Reviewed: January 2018

ARTICLE I

PURPOSE

Section 1.1 The purpose of this organization is to establish a school to educate youth, principally at the secondary-school level.

Section 1.2 This corporation may engage in any and all lawful activities that may be necessary, useful, or desirable for the furtherance, accomplishment, fostering or attainment of the foregoing purposes, provided that the corporation shall not engage in any activities not permitted to be engaged in by an organization exempt from federal income taxation under Section 501(c)(3) of the Internal Revenue Code of 1986 as amended from time to time.

ARTICLE II

OFFICES

Section 2.1 The registered office of this corporation in the State of Minnesota shall be 1165 Arcade Street, Saint Paul, Minnesota 55106.

Section 2.2 The registered office may be changed from time to time by the Board of Directors.

ARTICLE III

BOARD OF DIRECTORS

Section 3.1 The affairs, property, and business of this corporation shall be conducted and managed

under the direction and control of its Board of Directors.

Section 3.2 The Board of Directors may exercise all such powers and do all such things as are needed to be done by the corporation.

ARTICLE IV

DIRECTORS AND QUALIFICATIONS

Section 4.1 Number and Term of Office of Directors:

4.1.1 The Board of Directors of this corporation shall consist of seven (7) persons.

4.1.2 Directors shall hold office for terms of a maximum of three (3) years, ending on August 30.

4.1.3 Directors shall be assigned to year-groups by the Board of Directors such that the terms of two or three directors expire each year.

Section 4.2 Qualifications for and Election of the Board of Directors:

4.2.1 Each year, an election by the stakeholders of Face to Face Academy shall be held, by mail, to determine replacement directors for those directors whose terms have expired or will expire that year.

4.2.2 The Board of Directors shall be responsible for adopting policies and procedures for such election.

4.2.2.1 The Board shall take into account recommendations and suggestions from stakeholders of Face to Face Academy in nominating persons to run for director.

4.2.2.2 The Board shall take care to assure (i) that at least three of the directors are licensed teachers employed by Face to Face Academy; (ii) that at least one of the directors is a parent or legal guardian of a student enrolled in the school; and (iii) that at least one of the directors is an interested community member who is not employed by the school and does not have a child enrolled in the school.

4.2.2.3 Stakeholders shall be given thirty days' notice of any regular or special election.

4.2.3 At the discretion of the Board, and in order to assure that these criteria continue to be met, a special election may be called at any time by the Board to elect directors to fill open seats on the Board.

4.2.4 Stakeholders eligible to participate in such elections shall include both parents or the legal guardian of each student or students currently attending Face to Face Academy, all officers and employees of Face to Face Academy, and all current members of the Board of Directors of Face to Face Academy.

4.2.5 When voting for directors, stakeholders shall have one vote for each director to be elected, and cumulative voting shall not be permitted.

4.2.6 The election shall be decided by majority of the votes cast for each director position.

4.2.7 Stakeholders shall not be required to pay fees of any nature to be eligible to vote; however, the corporation may seek donations from its stakeholders.

Section 4.3 Duties of the Directors

4.3.1 A Director shall discharge the duties of the position of Director in good faith, in a manner the Director reasonably believes to be in the best interests of the corporation, and with the care an ordinarily prudent person in a like position would exercise under similar circumstances.

4.3.2 Each Director shall attend department-approved training on board governance, the board's role and responsibilities, employment policies and practices, and financial management. A Director who does not begin the required training within six months of being seated and complete the required training within 12 months of being seated on the board is ineligible to continue to serve as a board member.

Section 4.4 End of Term of Disqualified Director

A director who was elected to the Board of Directors to fill a seat on the Board reserved for a teacher employed by Face to Face Academy, or reserved for a parent of a student enrolled in Face to Face Academy, may, if such status changes, continue to serve but only until the next regularly scheduled annual election, and may not be re-nominated to fill such reserved seat until qualified to do so.

ARTICLE V

MEETINGS

Section 5.1 Open Meetings; Place of Meetings

5.1.1 Meetings of the Face to Face Academy Board shall be open to the public, consistent with Minnesota law (Minnesota Statutes 13D).

5.1.2 All meetings of the Directors of this corporation shall be held at a location designated by the Board of Directors.

Section 5.2 Annual and Regular Meetings

5.2.1 The Board of Directors will hold a minimum of one meeting each year, including the Annual Meeting, and shall make an effort to meet monthly.

5.2.2 Annual Meetings shall be held during or shortly following the end of the first quarter of the fiscal year, on such day as the Board of Directors may determine.

5.2.3 Regular meetings may be held from time to time at such times as the Board of Directors may determine.

5.2.4 At each meeting, such business as may properly come or be brought before the meeting shall be transacted.

Section 5.3 Notice of Meetings:

5.3.1 A written notice stating the time and place of each meeting shall be mailed to each Director at their last known address, at least ten days prior to the meeting.

5.3.2 In addition to notifying the Directors, the Secretary will be responsible for utilizing the most effective media to notify school stakeholders of Board meetings, and the community at large.

5.3.3 Stakeholders include students, parents and guardians of students, and school staff.

Section 5.4 Call of Special Meeting:

5.4.1 Special meetings of the Directors for any purpose or purposes, unless otherwise prescribed by these bylaws or by statute, may be called by the Chair, or shall be called by the Chair or Secretary at the request, in writing, of a majority of the Board of Directors or at the request, in writing, of four (4) of the directors and signed by each Director making such request.

5.4.2 Notice of special meetings shall be given to each Director and to stakeholders at least three (3) days prior to the meeting.

Section 5.5 Quorum:

5.5.1 The presence, at any annual, regular or special meeting of the Directors, of a majority of the total number of Directors shall constitute a quorum for the transaction of business.

5.5.2 If a quorum is not present at any meeting, the Directors present may adjourn the meeting to a time and place agreed upon by a majority of the Directors present.

Section 5.6 Voting:

5.6.1 The Board shall take action by the affirmative vote of a majority of Directors with voting rights present and entitled to vote at a duly held meeting with a quorum present, unless the Articles or these Bylaws require the affirmative vote of a larger proportion or number.

5.6.2 Such action shall be the act of the Board of Directors.

Section 5.7 Meetings by Electronic Means

Deleted.

Section 5.8 Action by Written Consent

Deleted.

ARTICLE VI

COMMITTEES

Section 6.1 Committees:

The Board of Directors may by a majority vote create such committees with such authority as the Board shall determine.

ARTICLE VII

OFFICERS

Section 7.1 Board Officers:

7.1.1 At the Annual Meeting, the Board of Directors shall elect a Chair, Vice-Chair, Secretary, Treasurer, and such other Board Officers as the Board of Directors may determine are necessary.

7.1.2 The Chair's office, if the Chair is not re-elected, will be ordinarily filled by the previous Vice-Chair.

7.1.3 Any two (2) offices, except those of (a) Chair and Vice-Chair or (b) Chair and Secretary, or (c) Chair and Treasurer may be held by the same person.

Section 7.2 Terms of Office:

7.2.1 The new officers of the Board of Directors are installed immediately upon their election at the Annual Meeting.

7.2.2 The Board Officers of this corporation shall hold office for terms of one year.

Section 7.3 Duties of the Chair:

The duties and responsibilities of the Chair of this corporation shall include, but are not limited to, the following:

- a. Presiding at all meetings of the Directors; and
- b. Being an ex-officio member of all standing committees and having the general powers and duties of supervision and management usually vested in a nonexecutive Chair of a nonprofit corporation; and
- c. Seeing that all orders and resolutions of the Board are carried into effect and executing all instruments requiring the signature of the Chair in connection with the conduct of its affairs and property; and
- d. Upon completion of the Chair's term of office, serving as Chair of the Nominating Committee.

Section 7.4 Duties of the Vice-Chair:

7.4.1 The Vice-Chair, in the absence or disability of the Chair, shall perform the duties and exercise the power of the Chair, and shall perform such other duties as the Directors shall describe.

7.4.2 The Vice-Chair may succeed the office of the current Chair upon the completion of the current Chair's term.

Section 7.5 Duties of the Secretary:

7.5.1 The Secretary shall attend all meetings of the members and shall give, or cause to be given, notice of all meetings of the Board, shall prepare minutes of the meetings, and shall perform such other duties as may be prescribed by the Board or the Chair under whose supervision he/she shall act.

7.5.2 The Secretary may be assisted in these duties by an Assistant Secretary, who need not be a member of the Board of Directors.

Section 7.6 Duties of the Treasurer:

7.6.1 The Treasurer shall have responsibility for the custody of the corporate funds and securities and for a full and accurate account of all receipts and disbursements in books belonging to the corporation and for the deposit of all monies and other valuable assets in the name and credit of the Corporation in such depositories as may be designated by the Board of Directors in meeting assembled.

7.6.2 The Treasurer shall be responsible for the disbursement of the funds of the corporation as may be ordered by the Board of Directors, taking the proper vouchers for such disbursements, and for the rendering to the Board at each annual meeting, or whenever they may require it, and account of all.

7.6.3 The Treasurer shall serve as the Chair of the Finance Committee of the Board, if any.

7.6.4 The Treasurer may be assisted in these duties by the Chief Financial Officer of the Corporation, who need not be a member of the Board of Directors.

Section 7.7 Vacancies:

7.7.1 If the office of any Board Officer becomes vacant by reason of death, resignation, retirement, disqualification, removal from office, or otherwise, the Directors then in office, although less than a quorum, by a majority vote, may choose a successor or successors who shall hold office until the next Annual Meeting.

7.7.2 Persons elected to fill vacancies of Board Officers shall possess the same qualifications required for the election of a Director as a Board Officer at the Annual Meeting.

Section 7.8 Removal of Board Officers

Those Directors eligible to elect a Director as a Board Officer may remove the Director as a Board Officer at any time, with or without cause.

Section 7.9 Staff Officers – Executive Director

The Executive Director of the Corporation shall be elected by the Board of Directors, shall be a staff officer of the Corporation, and shall be responsible for the management of the day-to-day affairs of the Corporation. The Board may, in its discretion, create an “Office of the Executive Director” and appoint one or more persons to perform the duties of that office.

Section 7.10 Other Staff Officers

7.10.1 The Executive Director may, from time to time, appoint such other staff officers as are useful and efficient in the management of the affairs of the corporation, including but not limited to an Associate Director, a Chief Financial Officer, and a Director of Development.

7.10.2 A staff officer need not be an employee of Face to Face Academy, so long as the staff officer provides services to Face to Face Academy appropriate to the office under contract.

Section 7.11 Removal of Staff Officers

The Executive Director may remove any staff officer at any time, with or without cause.

ARTICLE VIII

MISCELLANEOUS

Section 8.1 Books:

Directors shall be permitted to inspect the books of the corporation at all reasonable times.

Section 8.2 Checks:

Board and Staff Officers, or agents as may from time to time be designated by resolution of the Board of Directors or as may be appointed by a Board Officer or the Executive Director pursuant to an authorizing resolution of the Board of Directors, shall sign all checks or demands for money and notes of the corporation.

Section 8.3 No Private Inurement

This corporation shall not be conducted for profit and no distribution of any of its property shall be made among the Directors or any of them at any time.

Section 8.4 Directors' Annual Statements:

The Board of Directors shall, at each Annual Meeting of Directors, and when called for by vote of the Directors, present a full and clear statement of the business and condition of the affairs of this corporation and its assets.

Section 8.5 Amendments to Bylaws:

8.5.1 These bylaws may be amended by vote of a majority of a quorum of Directors present at any meeting, providing that notice of such proposed amendment shall have been given in the notice of such meeting given to the Directors.

8.5.2 The process of amendment will be consistent with State law. State law may require the consent of a majority of employed teachers for certain changes, and may require the consent of the Authorizer for certain changes.

Section 8.6 Conflicts of Interest:

8.6.1 An individual is prohibited from serving as a member of the Board of Directors if the individual, an immediate family member, or the individual's partner is an owner, employee or agent of, or a contractor with, a for-profit or nonprofit entity with whom the school contracts, directly or indirectly, for professional services, goods, or facilities. A violation of this prohibition renders the contract voidable at the option of the Board of Directors (or the Commissioner of Education). A Director who violates this prohibition is individually liable to the school for any damage caused by the violation.

8.6.2 No member of the Board of Directors, employee, officer, or agent of Face to Face Academy shall participate in selecting, awarding, or administering a contract if a conflict of interest exists. A conflict exists when:

- (1) the board member, employee, officer, or agent;
- (2) the immediate family of the board member, employee, officer, or agent;
- (3) the partner of the board member, employee, officer, or agent; or
- (4) an organization that employs, or is about to employ any individual in clauses (1) to (3),

has a financial or other interest in the entity with which the school is contracting. A violation of this prohibition renders the contract void.

8.6.3 The conflict of interest provisions under this Section 8.6 do not apply to compensation paid to a teacher who provides services to the school with respect to their services as a member of the Board of Directors.

8.6.3 This Section 8.6 is intended to comply with Minnesota Statutes 124D10, Subdivision 4a.

ARTICLE IX

COMPENSATION and LIABILITY

Section 9.1 Compensation:

9.1.1 Directors shall not receive any compensation for their services as a director, nor any sum for expenses of attendance at regular or special meetings.

9.1.2 Directors may be reimbursed for other reasonable expenses incurred, according to policies that may be adopted by the Board.

Section 9.2 Liability:

9.2.1 Unpaid Directors, unpaid Officers, and other volunteers are not civilly liable for acts (1) made in good faith, (2) within the scope of their responsibilities, and (3) that do not constitute willful or reckless misconduct.

9.2.2 To the full extent permitted by any applicable law, this corporation shall indemnify each person made or threatened to be made a party to any threatened, pending or completed civil, criminal, administrative, arbitration, or investigative proceeding, including a proceeding by or in the right of this corporation, by reason of the former or present capacity of the person as

- a) a director, officer, employee or member of a committee of this corporation; or
- b) a director, trustee, officer, partner, employee or agent of another organization or employee benefit plan who, while a director, officer or employee of this corporation, is or was serving the other corporation at the request of this corporation or whose duties as a director, officer or employee of this corporation involve or involved such service to the other corporation

against judgments, penalties, fines (including, without limitation, excise taxes assessed against the person with respect to an employee benefit plan), settlements, and reasonable attorneys' fees and disbursements, incurred by the person in connection with the proceeding.

9.2.3 Indemnification provided by this section shall continue as to a person who has ceased to be a director, trustee, officer, employee or committee member, shall inure to the benefit of the heirs, executors and administrators of such person, and shall apply whether or not the claim against such person arises out of matters occurring before the adoption of this section.

9.2.4 Any indemnification realized other than under this section shall apply as a credit against any indemnification provided by this section.

9.2.5 This corporation may, to the full extent permitted by applicable law from time to time in effect, purchase and maintain insurance on behalf of any person who is or was a director, trustee, officer, employee or member of a committee of this corporation against any liability asserted against such person and incurred by such person in any such capacity.

CERTIFICATION

The undersigned does hereby certify:

1. That he or she is the duly elected and acting Chair of the Board of Directors of the Face to Face Academy, a Minnesota nonprofit corporation; and
2. That the foregoing Bylaws, comprising nine (9) pages, including this page, constitute the Bylaws of said corporation, as duly adopted by the Board of Directors thereof, as of November 2014.

Attachment #5 –Admissions Policy and Procedures



Face to Face Academy Admissions and Enrollment

Contact Person: Darius Husain / Program Director

Phone Number: 651-772-5554 **E-mail:** husaind@f2facademy.org

Enrollment Policy:

The enrollment process consists of five stages:

- 1) **Informational Meeting:** A 30-minute presentation/ Question & Answer session. While *not* a requirement, the school strongly encourages students and families to attend an orientation session as it serves as the best and most thorough opportunity to learn about the school. If a student and family cannot attend an informational meeting, they can directly contact the Program Director.
- 2) **Registration Form:** Basic information used to contact the family when an opening in the school becomes available.
- 3) **Lottery and Waiting Period:** Random selection of Registration Forms to establish year-round enrollment order (see lottery policy below).
- 4) **Enrollment:** Once an opening is available, the student and family are contacted and an enrollment spot and date is confirmed.
- 5) **Intake:** The family is invited to a 30-45 minute meeting with an Academy social worker, in order to better get to know the student and family, and to begin to provide the supports necessary for a successful start.

Informational Meeting:

Informational Meetings take place at 5:00 PM the first Wednesday of every month (unless otherwise noted). The meeting consists of a 30-minute presentation regarding the unique qualities and services of the Academy. Parents, students, and community members are encouraged to ask questions throughout the presentation. Participants will be given three documents: Face to Face Academy's mission and purpose, a school calendar, and a sample school schedule. These documents will be explained during the meeting.

After the formal presentation, individuals are welcome, but not required, to meet privately with staff members for further discussion.

Covid-19 Modification:

Instead of the conducting group information meetings, the following options are offered to families and students:

- Schedule a Tour of the building and have a chance to meet one of our staff members that works with new students.
- Take a Virtual Tour of the school
- Talking with the Academy Director about the program

Registration Form:

At the end of the informational meeting, parents & students are invited to fill out a form with basic contact information. The Registration Form asks for the following information: student name, parent name, phone numbers, and current address.

The form also includes an optional section that allows for parents to ask additional questions and/or offer further information. This portion of the Registration Form is not required for admittance but instead provides an additional opportunity to get to know the school and start forming a connection. The form is not a binding agreement to attend Face to Face Academy. It simply serves as a way for school staff to reach the family when an opening in the school occurs.

On occasion, a student/family member is unable to attend the orientation. Individuals are welcome to contact the Program Director directly for enrollment information if they are unable to attend.

The Lottery & Waiting Period:

At times, Face to Face Academy has more interested students than spots available. Due to this, the school often runs at an enrollment of 90 instead of its obligated enrollment of 85. To help serve families, the Academy enrolls students on a quarterly basis throughout the school year. To determine the order of enrollment, all Prospective Student Sheets are collected and the Academy conducts the following lottery protocol:

- A. Prior to a lottery taking place, preference will be given to the siblings of currently enrolled students, and the foster children of an enrolled student's parents before accepting other pupils by lot.

- B. A lottery will take place in the first weeks of May of each year for the following year's enrollment. All new applicants received will be publicly chosen by lot with the Program Director, a School Social Worker, and a Board Member present at drawing. Notification of admission or the placement on a waiting list for the following school year will be communicated no later than May 31 of each year.
- C. Families choosing to enroll their children in Face to Face Academy after a lottery has taken place will be placed onto a waiting list in the order they apply with the school. When an opening occurs, staff will go to the first name on the waiting list and give the family the opportunity to enroll. Should a family decline enrollment at that time, the next family will be contacted. This process will repeat until all openings have been filled.
- D. In the event that a family declines the invitation to enroll when contacted and later changes their mind, they will be placed at the bottom of the waiting list for future openings.
- E. Families on a waiting list at the end of a school year will need to re-apply for admission the following year as the waiting list does not carry over from one year to the next.

Parents/students are welcome to contact the Program Director for updates regarding the order of enrollment.

Despite the flexibility in the enrollment process, students and families often have to wait 2-3 months before an opening emerges; sometimes this wait is as long as 4-6 months. The staff of the Academy apologizes for these delays, and recognizes many families are in need of a supportive, caring school. Please understand that a major part of the school being successful is the small numbers and intimate community atmosphere. Please also note that our hope is that all students who wish to attend the Academy will get their chance.

Enrollment & Intake:

When an opening in the school is established, the student and parent/guardian are notified and an enrollment spot and date are guaranteed. The student and the parent/guardian are then invited to participate in an intake session. This 30-45 minute meeting with an Academy social worker is designed to better get to know the student and family and to begin to provide the support and positive atmosphere necessary for a successful start to a new school. The Social Worker will also review and help fill out paperwork and assist the student in setting goals in the three areas of: attendance, work completion, and respect. It is important for students and parents/guardians to know that the intake is a safe place for honest discussion; nothing brought up in the meeting will negatively affect the student's start in the school and the enrollment spot is already guaranteed.

A student should have a parent/guardian at the intake. Students are welcome to bring other adults in their lives (mentors, social workers, probation officers, etc.) if they believe it to be a useful part of the process. If the student is without a parent/guardian, the student should make every attempt to bring a responsible/accountable adult. In some instances, a student will be in a position where they must represent themselves. The staff will make accommodations on a case by case basis.

Attachment #6 – Insurance Coverage Types and Amounts

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

466.04 MAXIMUM LIABILITY.

Subdivision 1. Limits; punitive damages.

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

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

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

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

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

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

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

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

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

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

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

Subd. 1a. Officers and employees.

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

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

Subd. 1b.Total claim.

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

Subd. 2.Inclusions.

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

§

Subd. 3.Disposition of multiple claims.

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

Attachment # 7

Compliance Agreement

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


Name, Board Chair

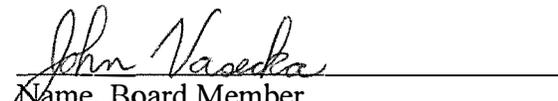

Name, Board Secretary


Name, Board Treasurer


Name, Board Member


Name, Board Member

Name, Board Member


Name, Board Member


Name, Board Member

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

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

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

ACCOUNTABILITY SYSTEM

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

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

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

Pre-Operational Schools

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

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

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

- Staffing

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

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

OVERSIGHT SYSTEM

Reporting

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

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

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

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

Site Visits

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

Formal Site Visit

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

End of Contract Term Site Visit

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

On-going Monitoring Site Visit

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



Attachment #9 – University of St. Thomas Evaluation

April 2, 2021

Face to Face Academy
Board of Directors
1165 Arcade Street
St. Paul, MN 55106

Dear Board of Directors and Executive Director Husain,

This letter serves as a notice of charter contract renewal for Face to Face Academy (Face to Face). **The University of St. Thomas (UST) is extending a five year contract renewal to Face to Face as a result of the school's superior performance in academics, finance, and governance.** A draft of this contract and proposed accountability plan measures are attached 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' annual evaluation of Face to Face Academy's performance. 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 Minnesota Department of Education throughout the year.

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.

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.

Overall, St. Thomas believes Face to Face Academy has an exceptionally effective educational program and is meeting the needs of its students. We look forward to continuing a positive and productive relationship and applaud your excellent work!

Academic Performance – Is the learning program a success?

Overall Scores: SY2017: 3.40 SY2018: 3.40 SY2019: 3.23 SY2020: 3.14 SY2021: 3.14

Over the course of the contract period, Face to Face has consistently achieved strong academic results. These results are particularly impressive when compared to demographically similar populations, but have generally been excellent against the state and resident district as well. Face to Face Academy did not match the proficiency levels of the state based on SY2019 results (most recent available), but it met or exceeded the performance of its demographic comparison schools. In addition, the strength of the school’s academic performance can also be seen in the results of NWEA testing in math and reading, performance on college readiness indicators, credit accumulation, service to students who qualify for individual education plans (IEPs) and general program design.

In addition to quantitative results, the finding of academic program strength is supported by a wealth of qualitative data. Authorizer observations over the contract period indicate that Face to Face Academy students experience a high degree of personalized rigor and support in warm, engaging classroom environments—even when those environments are remote. The fall site visit for SY2020 was able to take place in-person, but since that time visit have been remote due to the pandemic. Whether visits were in-person or remote and regardless of how information was collected (via focus group, informal interaction, or survey), key constituencies at the school reported high levels of satisfaction and feelings of belonging and care. It was a rare visit (pre-pandemic) that did not find an alumni visiting or stopping by for a quiet work space, support on a job or college application, and encouraging connection.

During student focus groups over the five year contract period the authorizer interviewed numerous students and also at times interacted with students informally during classroom visits. Students uniformly expressed appreciation, enthusiasm, true learning, and a deep sense of belonging and struggled to identify anything they would change about the school.

Throughout the pandemic, Face to Face Academy’s administration and staff have done (and continue to do) an exceptional job of shifting from in-person to remote instruction to hybrid instruction and back nimbly and with student/staff interests at the forefront. The school’s ability to home in on key best practices in varying conditions, consider necessary changes as a staff, and then put plans into action with clear communication for students and families is impressive and appreciated.

Financial Viability – Does the school exhibit strong financial health?

Overall Score: SY2017: 3.38 SY2018: 3.38 SY2019: 3.38 SY2020: 3.38 SY2021: 3.38

During and prior to the contract period, Face to Face Academy has taken care to manage its finances in a sustainable and responsible way. All board members take their role seriously and attend financial training in a timely fashion. This approach has resulted in a strong fund balance and stability for the school despite a particularly uncertain fiscal climate brought on by the pandemic and the need to invest in technology and other resources such as the outdoor classroom. While Face to Face Academy does not use a finance committee, board members receive timely access to monthly financial statements and a thorough report of the school's financial situation is given at each regular board meeting. Audits have also been presented to the board annually.

The school has maintained a strong relationship with its external financial management company over time and there were no concerns noted during the interview with the school's financial manager. The school's annual audit was completed on time and was clean with no findings in every year of the contract—a rare and significant achievement given the complexity of school finance.

Organizational Aptitude – Is the organization effective and well run?

Overall Score: SY2017: 3.24 SY2018: 3.24 SY2019: 3.28 SY2020: 3.35 SY2021: 3.42

The organizational structure of Face to Face Academy has been strong and stable for the duration of the contract period. Many key functions such as school leader reviews, ongoing board training, and strategic planning happen on a regular basis and in a manner that works for the school. The school regularly reviews board policies and maintains clear, frequent communication between the board, administration, and school staff. 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 indicator of strong organizational aptitude is the school's high parent satisfaction rates and strong staff retention. As discussed in previous evaluations, the number of staff who have stayed with the school for many years is impressive and contributes to the strength and stability of the program. All school staff contribute to the organization beyond their individual roles, lending strength and depth to the school's offerings in a way that greatly surpasses what one would expect given the school's small size.

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 current assessment of the school's performance as related to its accountability plan. Please feel free to reach out with any questions at your convenience.

The University of St. Thomas is pleased to authorize Face to Face Academy and commends its efforts to provide Minnesota students with a high-quality education. Observing and getting to

know Face to Face as an organization and as a group of individuals doing amazing work has been a privilege and I look forward to our continued relationship!

Sincerely,

A handwritten signature in blue ink, appearing to read "Molly McGraw Healy". The signature is fluid and cursive, with the first name "Molly" being the most prominent.

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

Face to Face Academy SY2021 Evaluation

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 primary purpose of improving all pupil learning and all student achievement, 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 Board 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.

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 MCA Proficiency: Are students performing as well as or better than the state, the resident district, and comparable schools on MCA math and reading exams? (Note: Statewide is weighted at one point, while resident district and comparable schools are at 1.5 points each. For this and all measures below, if analysis results in different scores for Reading and Math, report overall average for the measure, ie, 2 for Reading and 3 for Math, = 2.5, etc.)

1.1a Reading

1.1b Mathematics

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

SY2021

1.1a Reading: $(1*1)+(1.5*3)+(1.5*2)/4=$

1.1b Mathematics: $(1*1)+(1.5*4)+(1.5*3)/4=$

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

Comments/Evidence:

Due to the Covid-19 pandemic, the state did not administer the MCAs in SY2020.

SY2020

Rating is determined by the following formula: Statewide Comparison Score (1-4) x 1 + Resident District Comparison Score (1-4) x 1.5 + Comparable School Score (1-4) x 1.5 divided by 4 (Report final score to the tenths-place, ie, 2.8, 3.2, etc)

1.1a Reading: $(1*1)+(1.5*3)+(1.5*2)/4=$

1.1b Mathematics: $(1*1)+(1.5*4)+(1.5*3)/4=$

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

Comments/Evidence:

F2F students far exceed their peers at comparison schools in math (29.4% compared to 4.44%) and are slightly above the resident district (27.35%). In reading, F2F students are performing slightly better than their peers at comparison schools (37.5% compared to 34.41%). Performance is about 8 percentage points below the district (45.86%).

SY2019

Rating is determined by the following formula: Statewide Comparison Score (1-4) x 1 + Resident District Comparison Score (1-4) x 1.5 + Comparable School Score (1-4) x 1.5 divided by 4 (Report final score to the tenths-place, ie, 2.8, 3.2, etc)

1.1a Reading: $(1*1)+(1.5*3)+(1.5*3)=$

1.1b Mathematics: $(1*1)+(1.5*4)+(1.5*4)=$

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

Comments/Evidence: F2F students outperformed the comparison school and resident district in math – 32% proficiency compared to 22.5% and 27.3% respectively. At the state level, F2F was 15.1 percentage points below the state math performance (47.1%). In reading, student performance at F2F (40.1%) was on par with comparison schools (41.28%) and the district (40.2%), but below the state (59%).

Math $4x1.5+4x1.5+1x1=13/4=3.25$

Reading $3x1.5+3x1.5+1x1=2.5$

SY2018

Rating is determined by the following formula: Statewide Comparison Score (1-4) x 1 + Resident District Comparison Score (1-4) x 1.5 + Comparable School Score (1-4) x 1.5 divided by 4 (Report final score to the tenths-place, ie, 2.8, 3.2, etc)

1.1a Reading: $(1*2)+(1.5*4)+(1.5*4)=14/4=$

1.1b Mathematics: $(1*3)+(1.5*4)+(1.5*4)=15/4=$

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

Comments/Evidence: Face to Face Academy (F2F) continues to perform exceptionally well, with proficiency rates of 62.8% in reading and 42.9% in math. These results are even more impressive when compared to demographically comparable schools. In general, schools serving student populations similar to those of F2F have proficiency rates below 10%, on average, F2F outperformed this group by 40 percentage points in math and a whopping 54.6% in reading. The school similarly outperformed its resident district, the St. Paul Public School District, by 23.8% and 13% in reading and math respectively. F2F students also held their own when compared to the state, outperforming the overall state average in reading by 2.2%, and falling 5.4% below the state in math. While F2F's leadership is clear that a portion of these impressive results are possible due to the fact that many F2F students have high academic potential coming

in, it is also clear that the work of the school’s teachers, social workers, staff, and leadership team is critical in re-engaging these students in their education.

SY2017

Rating is determined by the following formula: Statewide Comparison Score (1-4) x 1 + Resident District Comparison Score (1-4) x 1.5 + Comparable School Score (1-4) x 1.5 divided by 4 (Report final score to the tenths-place, ie, 2.8, 3.2, etc)

1.1a Reading: $(1*2)+(1.5*4)+(1.5*4)=14/4=$

1.1b Mathematics: $(1*3)+(1.5*4)+(1.5*4)=15/4=$

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

Comments/Evidence: Face to Face Academy (F2F) continues to perform exceptionally well, with proficiency rates of 62.8% in reading and 42.9% in math. These results are even more impressive when compared to demographically comparable schools. In general, schools serving student populations similar to those of F2F have proficiency rates below 10%, on average, F2F outperformed this group by 40 percentage points in math and a whopping 54.6% in reading. The school similarly outperformed its resident district, the St. Paul Public School District, by 23.8% and 13% in reading and math respectively. F2F students also held their own when compared to the state, outperforming the overall state average in reading by 2.2%, and falling 5.4% below the state in math. While F2F’s leadership is clear that a portion of these impressive results are possible due to the fact that many F2F students have high academic potential coming in, it is also clear that the work of the school’s teachers, social workers, staff, and leadership team is critical in re-engaging these students in their education.

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

1.2 MCA Proficiency for Students in Poverty: Are students living in poverty (defined as qualifying for free or reduced-price lunch) performing as well as or better than the state and resident district on MCA math and reading exams? (Note: State and resident district are weighted equally in this measure. For this and all measures below, if analysis results in different scores for Reading and Math, report overall average for the measure, ie, 2 for Reading and 3 for Math, = 2.5, etc.)

1.2a Reading

1.2b Mathematics

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

SY2021

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, the MCAs were not administered in SY2020.

SY2020

1.2a Reading:

1.2b Mathematics:

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

Comments/Evidence: F2F “focus” students continue to outperform their peers at the state and district levels. Roughly 85% of F2F students qualify for free and reduced price lunch.

Math

F2F 33.3%

State 26%

District 21.6%

Reading

F2F 50%

State 42%

District 35.1%

SY2019

1.2a Reading:

1.2b Mathematics:

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

Comments/Evidence: F2F significantly outperformed the state and resident district in both reading and math.

Reading F2F 61.5%, district 31.4%, state 40.1%

Math F2F 43.1%, district 20.4%, state 26%

SY2018

1.2a Reading:

1.2b Mathematics:

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

Comments/Evidence: F2F Academy students qualifying for free or reduced price lunch (FRL) status had proficiency rates of 50% and 54.5% in math and reading respectively. In both cases, this was well above the state averages for students qualifying for FRL status (26.9% and 40.1% respectively).

SY2017

1.2a Reading:

1.2b Mathematics:

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

Comments/Evidence: F2F Academy students qualifying for free or reduced price lunch (FRL) status had proficiency rates of 50% and 54.5% in math and reading respectively. In both cases, this was well above the state averages for students qualifying for FRL status (26.9% and 40.1% respectively).

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

1.3 MCA Growth (Comparison Groups): Are students making expected growth compared to the state, resident district, and comparable district schools? (Notes: Expected growth is achieved if students are proficient with medium or high growth or not proficient with high growth. Statewide is weighted at 1.0 point, while resident district and comparable schools are at 1.5 points each. If the school's population is over 75% FRL, comparison group data will be filtered for FRL student results.)

MCA Growth: Are students achieving 'on track' growth in math and reading? (Note: If analysis results in different scores for Reading and Math, report the score with a decimal, i.e., 2 for Reading and 3 for Math = 2.5 overall.)

1.3a Reading

1.3b Mathematics

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

2 = Approaching standard 5-10 percentage points below comparison groups

3 = Meets standard Within fewer than 5 percentage points of comparison groups

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

SY2021

1.3a Reading: $(1*4)+(1.5*4)+(1.5*4)/4=$

1.3b Mathematics: $(1*4)+(1.5*4)+(1.5*4)/4=$

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

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

SY2020

1.3a Reading: $(1*4)+(1.5*4)+(1.5*4)/4=$

1.3b Mathematics: $(1*4)+(1.5*4)+(1.5*4)/4=$

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

Comments/Evidence:

76.4% math (comparison schools 11%, district 36.8%, state 51.5%)

87.5% reading (comparison schools 26.7%, district 44.9%, state 55.8%)

SY2019

1.3a Reading: $(1*4)+(1.5*4)+(1.5*4)=$

1.3b Mathematics: $(1*1)+(1.5*4)+(1.5*3)=$

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

Comments/Evidence:

50.1% math (comparison schools 45.7%, district 36.8%, state 54.1%)
 66.1% reading (comparison schools 52.4%, district 43.9%, state 56.9%)

Math $3 \times 1.5 + 4 \times 1.5 + 3 \times 1 = 3.375$
 Reading $4 \times 1.5 + 4 \times 1.5 + 4 \times 1 = 4$

SY2018

1.3a Reading: $(1 \times 4) + (1.5 \times 4) + (1.5 \times 4) = 16/4 =$

1.3b Mathematics: $(1 \times 4) + (1.5 \times 4) + (1.5 \times 4) = 16/4 =$

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

Comments/Evidence: F2F Academy’s student growth results are extremely impressive and speak to the incredible re-engagement work noted in item 1.1 above. The school had 86.7% of students demonstrating on-track growth in reading, and 70.6% in math, outperforming its demographically comparable schools by 72.9 and 62.5 percentage points respectively. The school also outperformed its resident district and statewide averages in both reading and math.

SY2017

1.3a Reading: $(1 \times 4) + (1.5 \times 4) + (1.5 \times 4) = 16/4 =$

1.3b Mathematics: $(1 \times 4) + (1.5 \times 4) + (1.5 \times 4) = 16/4 =$

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

Comments/Evidence: F2F Academy’s student growth results are extremely impressive and speak to the incredible re-engagement work noted in item 1.1 above. The school had 86.7% of students demonstrating on-track growth in reading, and 70.6% in math, outperforming its demographically comparable schools by 72.9 and 62.5 percentage points respectively. The school also outperformed its resident district and statewide averages in both reading and math.

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

1.4 Are students in grades 9-10 making substantial and adequate gains over time, as measured using value-added analysis (e.g. NWEA testing percentage meeting RIT growth goals, school-wide).
1.4a Reading
1.4b Mathematics

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

SY2021

1.4a Reading:

1.4b Math:

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

Comments: Due to the Covid-19 pandemic, the NWEA was not administered in the Spring of 2020.

SY2020

1.4a Reading:

1.4b Math:

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

Comments: 71.4% of F2F Academy students made their RIT growth goals in reading, 70% in math.

SY2019

1.4a Reading:

1.4b Math:

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

Comments: 81.8% of F2F Academy students made their RIT growth goals in reading, 75% in math.

SY2018

1.4a Reading:

1.4b Math:

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

Comments: 60% of F2F Academy students made their RIT growth goals in reading, 63.6% in math.

SY2017

1.4a Reading:

1.4b Math:

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

Comments: 60% of F2F Academy students made their RIT growth goals in reading, 63.6% in math.

Source: Annual Report (pp. 55); End of year report; Test data spreadsheets

1.5 Are students graduating college ready in reading and mathematics as measured by the MCA college-ready cut score, Accuplacer, or ACT*?

1.5a Reading

1.5b Mathematics

*Students achieving a score of 22 or above on the reading or mathematics sub-sections of the ACT are counted in the percentage of students who are college ready without remediation.

NOTE: If analysis results in a score of 3 and 4, then 4 shall prevail.

1 = Does not meet standard A minimal proportion of tested students were college ready. (Less than 65% of students were college ready with or without remediation.)

2 = Approaching standard An inadequate proportion of tested students were college ready. (65-

	79.9% of students were college ready with or without remediation.)
3 = Meets standard	An adequate proportion of tested students were college ready. (80-95% of students were college ready with or without remediation.)
4 = Exceeds standard	An exceptional proportion of tested students were college ready. (Meeting standards for level 3 AND over 40% were college ready without remediation.)

SY2021
1.5a Reading:
1.5b Math:
Enter the overall score produced by the average of these two scores:
Comments: Per the SY20 Annual Report (pp. 53) 100% of students were college ready in reading, with 40% needing remediation. In math, 80% were college ready with 40% needing remediation.

SY2020
1.5a Reading:
1.5b Math:
Enter the overall score produced by the average of these two scores:
Comments:
Reading – 85.7% of students tested college-ready with 64.3% not needing remediation
Math – 78.6% of students tested college-ready with 42.9% not needing remediation

SY2019
1.5a Reading:
1.5b Math:
Enter the overall score produced by the average of these two scores:
Comments: 90.8% of tested students (the school used the accuplacer exclusively for SY2018) scored as college ready with or without remediation. 54.5% scored as ready without any remediation necessary. As noted in the school’s annual report, the “math segment proved to be more challenging for Face to Face students with 72.7% considered college-ready, but 54.5% *needing* math remediation. One major factor in the lower scores is the challenges students face with the Arithmetic section. While the concepts are basic, it seems the students have become highly reliant on calculators to solve one step problems. The Accuplacer restricts the use of calculators on the Arithmetic section (allowing use only for Elementary Algebra and College Math) causing lower than expected scores for our students. More emphasis on skill building without a calculator should improve results and will be provided for outgoing seniors during the 2017-18 school year.”

SY2018
1.5a Reading:
1.5b Math:
Enter the overall score produced by the average of these two scores:
Comments: 90.8% of tested students (the school used the accuplacer exclusively for SY2017) scored as college ready with or without remediation. 54.5% scored as ready without any remediation necessary. As noted in the school’s annual report, the “math segment proved to be more challenging for Face to Face students with 72.7% considered college-ready, but 54.5% *needing* math remediation. One major factor in the lower scores is the challenges students face with the Arithmetic section. While the concepts are basic, it

seems the students have become highly reliant on calculators to solve one step problems. The Accuplacer restricts the use of calculators on the Arithmetic section (allowing use only for Elementary Algebra and College Math) causing lower than expected scores for our students. More emphasis on skill building without a calculator should improve results and will be provided for outgoing seniors during the 2017-18 school year.”

SY2017

1.5a Reading:

1.5b Math:

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

Comments: 90.8% of tested students (the school used the accuplacer exclusively for SY2017) scored as college ready with or without remediation. 54.5% scored as ready without any remediation necessary. As noted in the school’s annual report, the “math segment proved to be more challenging for Face to Face students with 72.7% considered college-ready, but 54.5% *needing* math remediation. One major factor in the lower scores is the challenges students face with the Arithmetic section. While the concepts are basic, it seems the students have become highly reliant on calculators to solve one step problems. The Accuplacer restricts the use of calculators on the Arithmetic section (allowing use only for Elementary Algebra and College Math) causing lower than expected scores for our students. More emphasis on skill building without a calculator should improve results and will be provided for outgoing seniors during the 2017-18 school year.”

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

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

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

SY2021

Rating:

Comments: Face to Face Academy did not have any students qualifying for EL services during SY2020.

SY2020

Rating:

Comments: Face to Face Academy did not have any students qualifying for EL services during SY2019.

SY2019

Rating:

Comments: Face to Face Academy did not have any students qualifying for EL services during SY2018.

<p>SY2018 Rating: <input type="text" value="N/A"/> Comments: Face to Face Academy did not have any students qualifying for EL services during SY2017.</p>
<p>SY2017 Rating: <input type="text" value="N/A"/> Comments: Face to Face Academy did not have any students qualifying for EL services during SY2017.</p>
<p>Source: Annual report, MDE Report Card</p>

<p>1.7 Is the school meeting its mission-specific academic goal(s) as measured by the Safe and Responsive Schools Survey?</p>	
1 = Does not meet standard	To be determined after baseline data collection.
2 = Approaching standard	To be determined after baseline data collection.
3 = Meets standard	To be determined after baseline data collection.
4 = Exceeds standard	To be determined after baseline data collection.

SY2021
Rating:
Comments: As stated in the school’s annual report, the school used the distance learning survey crafted by St. Thomas to gauge parent satisfaction during distance learning. The usual survey instrument was available only in a paper format and thus for this year the responses to the St. Thomas survey were used. Due to the small sample size and limitations of survey questions this item is being scored at the ‘meets standard’ level; however, it is worth noting that the survey responses were overwhelmingly positive both with regard to communication and student support.

SY2020
Rating:
Comments: No scores were provided in Annual Report for SY2019 and thus this item is scored at a level 1.

SY2019
Rating:
Comments: In SY 2018, 19 completed surveys were submitted. While still only 20-25% of the overall enrollment, the overall results are positive. The school scored high in belongingness, effective learning, and personal school experience –above a 4 (on a scale of 1 to 5). And low in major safety issues and incivility – below a 2.5 (again on a scale of 1 to 5). The school noted incivility and disruption as areas for improvement based on these results. The school has already begun to collect survey responses for the coming year and plans to offer the opportunity to take the survey at its Annual Meeting in August.

<p>SY2018 Rating: <input type="text" value="TBD"/> Comments: Baseline data for this measure was collected during SY2017 and will be utilized beginning in SY2019.</p>
<p>SY2017 Rating: <input type="text" value="TBD"/> Comments: Baseline data for this measure was collected during SY2017 and will be utilized beginning in SY2019.</p>
<p>Source: Annual report</p>

<p>1.8 Annual Measurable Achievement Objectives (AMAO) (if applicable): If the school receives Title III funding, are students meeting the state-established expectations for English language learner (ELLs) academic progress?</p>	
1 = Does not meet standard	School has not met state-established AMAOs in several categories for the last recorded school year
2 = Approaching standard	School has met state-established AMAOs in most categories for the last recorded school year
3 = Meets standard	School has met state-established AMAOs in all categories for the last recorded school year
4 = Exceeds standard	School has met state-established AMAOs in all categories for at least the last two recorded school years
<p>SY2021 Rating: <input type="text" value="N/A"/> Comments: Face to Face Academy did not have any students qualifying for EL services during SY2020.</p>	
<p>SY2020 Rating: <input type="text" value="N/A"/> Comments: Face to Face Academy did not have any students qualifying for EL services during SY2019.</p>	
<p>SY2019 Rating: <input type="text" value="N/A"/> Comments: Face to Face Academy did not have any students qualifying for EL services during SY2018.</p>	
<p>SY2018 Rating: <input type="text" value="N/A"/> Comments: Face to Face Academy did not have any students qualifying for EL services during SY2017.</p>	

SY2017

Rating:

Comments: Face to Face Academy did not have any students qualifying for EL services during SY2017.

Source: MDE website

1.9 Is the school fulfilling its legal obligations related to access and services to English language learners (ELLs)? (i.e. The school has an established bilingual or English program(ESL/ELL/EOL), provides testing accommodations, and meets NCLB Title III requirements. The school ensures that staff have appropriate training and are familiar with current legislation and research related to best practices for serving ELL students.)

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

SY2021

Rating:

Comments: While Face to Face Academy has not had any EL students over the course of the contract term, the school has worked diligently in the last few years and stated its intent to work with students to craft a program that would fit their needs whenever possible.

SY2020

Rating:

Comments: The school leader is serving on a MACS committee concerning EL students and appropriate services and resources available to fund said services. Face to Face Academy currently does not have any students qualifying for EL services. The school is continues to work to ensure that it has appropriate supports and structures in place if an EL student chooses to enroll.

SY2019

Rating:

Comments: Face to Face Academy currently does not have any students qualifying for EL services. The school is continues to work to ensure that it has appropriate supports and structures in place if an EL student chooses to enroll.

SY2018

Rating:

Comments: Face to Face Academy did not have any students qualifying for EL services during SY2017. The school is currently working to ensure that it has appropriate supports and structures in place if an EL student chooses to enroll.

SY2017

Rating:

Comments: Face to Face Academy did not have any students qualifying for EL services during SY2017. The school is currently working to ensure that it has appropriate supports and structures in place if an EL student chooses to enroll.

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

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

FY2021

Rating:

Comments: Over the course of the contract period, Face to Face Academy has served approximately 30% students receiving special education services annually. Given the school’s model, students with IEPs appear to be well supported and receive their education in the least restrictive environment. No complaints were found on file with MDE nor were concerns brought to the authorizer’s attention.

FY2020

Rating:

Comments: In SY2020, 30% of F2F students receive special education services. As noted previously the school’s model is designed to support these students, and all students, on an individual level – including

small class sizes and twice-weekly staff meetings to discuss individual student progress. F2F seeks to provide services and support in the least restrictive environment, often in the classroom with their regular-ed peers.

Data for SY19, shows that special education students (who also participate in FRLP), outperform the district and state in both reading and math by a wide margin.

A review of MDE’s special education complaint database did not reveal any concerns.

SY2019

Rating:

Comments: In SY2019, 27.9% of F2F students receive special education services. The school’s model is designed to support these students, and all students, on an individual level – including small class sizes and twice-weekly staff meetings to discuss individual student progress. Staffing includes Special Education teachers, social workers, educational assistants, and contracted employees, including a Special Education Director, School Psychologist, and Speech/Language Therapist. F2F primarily coordinates these contracted services through the support of Indigo Education.

F2F seeks to provide services and support in the least restrictive environment, often in the classroom with their regular-ed peers. Additional Special Education courses including Study Skills, College and Career Exploration, and Independent Living Skills are offered each school year to supplement needs and accomplish IEP goals.

Data for SY18, shows that special education students (who also participate in FRLP), well-outperform the district and state in both reading and math.

A review of MDE’s special education complaint database did not reveal any concerns.

SY2018

Rating:

Comments: Nearly 1/3 of F2F Academy students receive special education services and the school’s model is designed to support these students, and all students, on an individual level. The school boasts a thoughtful intake process, small class sizes, access to counseling services and school social workers, and a highly skilled and experienced special education team. During SY2018 the school expanded its student support services team to include an additional Special Education teacher and an additional full time school social worker as well as a social work intern.

MDE conducted a Special Education Fiscal Compliance Review during SY2018. The review focused on selected procedures and expenditures related to the use of federal and state special education funds during the fiscal year that ended June 30, 2017 and examined a number of areas including time and effort, procurement, equipment, third party reimbursement and more. Of 21 areas where findings were possible, the school had findings in only one (procurement) and has already begun the corrective action process. A review of MDE’s special education complaint database did not reveal any concerns.

SY2017

Rating:

Comments: Nearly 1/3 of F2F Academy students receive special education services and the school's model is designed to support these students, and all students, on an individual level. The school boasts a thoughtful intake process, small class sizes, access to counseling services and school social workers, and a highly skilled and experienced special education team. During SY2018 the school expanded its student support services team to include an additional Special Education teacher and an additional full time school social worker as well as a social work intern.

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

1.11 Does the school's learning program exemplify the mission and vision of the school?

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

SY2021

Rating:

Comments: Over the last 5 years, Face to Face Academy's commitment to the school's mission and vision is not only evident in conversations across the school community, but also in the student learning results. In addition, the school has been recognized by MDE as a High Quality School for six years straight (and earned the award 7 of the 8 years its been in existence). Only 22 of 164 charter schools received this recognition in SY2020. In addition, though SY2021 will appear on the following year's evaluation, it bears noting that of only 14 charter schools listed for SY2021, Face to Face was again recognized.

Every element of the school 'exceeds standard' in this category. The thoughtful leadership and contributions of the administration, teachers, and other staff have shown throughout the entire contract term,

particularly in the most recent year of the pandemic. The school was one of the first in the metro area to bring students back for in-person instruction after the initial pandemic shutdown, and one of the last to offer in-person instruction to high school students before a second 'wave' of Covid cases necessitated another closure. The school has worked tirelessly to ensure all student needs are met to the greatest extent possible, calling students to support their mental health and academic needs, and providing meals, classwork, access to technology, and even personal care items. The school has also carefully tracked student progress during the pandemic, monitoring and adjusting repeatedly to ensure that students continue their journey toward graduation, and is even taking note of practices to continue after the pandemic is over.

SY2020

Rating:

Comments:

The mission and vision of F2F Academy are clearly understood and strongly supported by every member of the school community from board members to teachers, leaders, and students. Examples of how F2F is attaining the mission and vision include:

- F2F students showed tremendous growth in both reading and math in SY2019.
- F2F students with 60% attendance or better are meeting or exceeding the credit accumulation goal and staying on track with their graduation goal.
- F2F students are attending school far more regularly (65% versus 28%) than at previous schools.
- The school has developed its staffing model to serve student needs both academically and socio-emotionally.
- On-site observations frequently find graduates of the school returning to say hello, receive advice on a job/school application, etc. These interactions are evidence of the strong bond the school forms with students and the warm reception students receive both during and after their graduation. The school clearly goes above and beyond in meeting its mission.

SY2019

Rating:

Comments:

The **vision** of Face to Face Academy is “to graduate the most At-Risk for dropping out of high school by integrating the highest quality of educational and support services.”

The **mission** of Face to Face Academy is “to serve expertly students and families by reengaging youth in the excitement of the learning process while providing the foundational tools for college and career success that leads to becoming productive, conscientious, and empowered adults.”

The mission and vision of F2F Academy are clearly understood and strongly supported by every member of the school community from board members to teachers, leaders, and students. All elements of the program are designed in keeping with the needs of the often over-aged, under-credited students the school serves. Additionally, in May of 2018, Face to Face Academy earned an Innovation Award from the Minnesota Association of Charter schools for creating a more accurate and equitable approach to graduation rate by identifying the ADM generated by each student in a graduation cohort. The school was also awarded “High Quality” distinction in SY2018 by the Minnesota Department of Education.

SY2018

Rating:

Comments: The mission and vision of F2F Academy are clearly understood and strongly supported by every member of the school community from board members to teachers, leaders, and students. All elements of the program are designed in keeping with the needs of the often over-aged, under-credited students the school serves.

SY2017

Rating:

Comments: The mission and vision of F2F Academy are clearly understood and strongly supported by every member of the school community from board members to teachers, leaders, and students. All elements of the program are designed in keeping with the needs of the often over-aged, under-credited students the school serves.

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

1.12 Is the school moving students toward graduation by ensuring that continuously enrolled students meet their individual credit accumulation goals?

1 = Does not meet standard Less than 65% of students met their credit accumulation goal.

2 = Approaching standard 65-79.9% of students met their credit accumulation goal.

3 = Meets standard 80-90% of students met their credit accumulation goal.

4 = Exceeds standard More than 90% of students met their credit accumulation goal.

SY2021

Rating:

Comments: In SY2020, 83.7% of students met or exceeded their Credit Accumulation goal. This is an exceptional result given the circumstances of the past year.

SY2020

Rating:

Comments: In SY2019, 93.2% of students (with at least 60% attendance) met or exceeded their Credit Accumulation goal.

SY2019

Rating:

Comments: As noted in the school's annual report, "88% of students with at least 60% attendance earned enough credit to advance to the next grade level and stay on track with their graduation target. In addition, 12% of Academy students with the same standard of attendance were able to earn at least 80% of the credit needed to advance to the next grade level, making graduation for these individuals still a strong possibility. On an extremely promising note, only one student with at least 60% attendance failed to make at least 80% progress in their credit accumulation goal."

SY2018

Rating:

Comments: As noted in the school's annual report, p.50, 86% of students met or exceeded their credit accumulation goal, often earning enough credit to move into the next grade level (an important milestone). Only one student who met the 60% attendance threshold failed to meet their credit target and the school is actively working to assist the student in getting back on track.

SY2017

Rating:

Comments: As noted in the school’s annual report, p.50, 86% of students met or exceeded their credit accumulation goal, often earning enough credit to move into the next grade level (an important milestone). Only one student who met the 60% attendance threshold failed to meet their credit target and the school is actively working to assist the student in getting back on track.

Source: MDE Website; **Annual Report**

1.13 Are students attending school regularly as measured by the percentage of students earning over 70% of their possible attendance points?

1 = Does not meet standard Less than 50% of students met the attendance point threshold.

2 = Approaching standard 50-59.9% of students met the attendance point threshold.

3 = Meets standard 60-69.9% of students met the attendance point threshold.

4 = Exceeds standard Over 70% of students met the attendance point threshold.

SY2021

Rating:

Comments: 66.2% of students met the attendance threshold in SY2020. The school cited the Ambassador Program (which was implemented in SY19) as one key factor in the increase percentage of students meeting the attendance goal.

SY2020

Rating:

Comments: 61.6% of students met the attendance threshold in SY2019. The school has continued efforts to innovate in this regard and utilizes attendance points and an incentive structure to encourage students to come to school regularly.

SY2019

Rating:

Comments: 65.47% of students met the attendance threshold in SY2018.

SY2018

Rating:

Comments: As provided in the school’s annual report (p.50), attendance is a critical factor in whether or not a student will succeed in graduating from F2F Academy. “Examination of the credit accumulation goal demonstrates that if a student attends at least 60% of the time, they have a 98.3% chance of earning at least 80% of the credit needed to advance to the next grade level.” The school’s analysis of its data indicates even with a flexible credit model, students tend to lose hope as the semester progresses and may become disengaged. To mitigate this issue, the school moved to awarding credit on a quarterly basis during SY2018.

SY2017

Rating: 61.5% = 3

Comments: As provided in the school’s annual report (p.50), attendance is a critical factor in whether or not a student will succeed in graduating from F2F Academy. “Examination of the credit accumulation goal demonstrates that if a student attends at least 60% of the time, they have a 98.3% chance of earning at least 80% of the credit needed to advance to the next grade level.” The school’s analysis of its data indicates even with a flexible credit model, students tend to lose hope as the semester progresses and may become disengaged. To mitigate this issue, the school moved to awarding credit on a quarterly basis during SY2018.

Source: Annual Report, MDE website (data downloads)

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

2.1 Does the school provide financial materials to UST and its board at least three days prior to charter school board meetings? (Note: financial materials must include the check register, cash flow sheet, enrollment report, and income and expense report, at a minimum).	
1 = Does not meet standard	Financial materials are not submitted on time and are incomplete
2 = Approaching standard	Financial materials are frequently submitted on time (more than 75% of the time) but often incomplete. Or the reports are usually complete but are not submitted on time (less than 75% of the time).
3 = Meets standard	Financial materials are submitted on time (75% or more of the time) and complete
4 = Exceeds standard	NOT APPLICABLE
SY20201 Rating: <input type="text" value="3"/> <p>Comments: Over the course of the contract period, Face to Face Academy has consistently provided St. Thomas with bard packets and financial materials in a timely manner.</p>	
SY2020 Rating: <input type="text" value="3"/> <p>Comments: The school submits all board packets, including required financial materials, to St. Thomas and its board in a timely fashion.</p>	
SY2019 Rating: <input type="text" value="3"/> <p>Comments: The school submits all board packets, including required financial materials, to UST and its board in a timely fashion.</p>	
SY2018 Rating: <input type="text" value="3"/> <p>Comments: The school submits all board packets, including required financial materials, to UST and its board in a timely fashion.</p>	
SY2017 Rating: <input type="text" value="3"/> <p>Comments: The school submits all board packets, including required financial materials, to UST and its board in a timely fashion.</p> <p>Source: Monthly board packets</p>	

2.2 Does the school have an active finance committee or committee of the whole that ensures the full board is knowledgeable regarding the school’s financial state?	
1 = Does not meet standard	The school has no active finance committee

2 = Approaching standard	The school's finance committee meets only as needed and only to review financials and/or the finance committee does not report its findings to the full board.
3 = Meets standard	The finance committee meets monthly, examines financial statements, and provides a thorough report of its findings to the full board.
4 = Exceeds standard	The finance committee meets at least monthly and examines financial statements, as well as short and long-range financial issues. Thorough reports of findings are provided to the board.

SY2021

Rating:

Comments: As noted in evaluations over the course of this contract period, Face to Face Academy has elected to take a 'committee of the whole' approach. As such, the school does not have a finance committee, but ensure the board includes members with financial expertise and experience. The school has a strong long-term relationship with its financial services provider SBS, Dieci School Finance, and has earned the MDE finance award for 8 years running. It is also important to note that the board and administration are committed to fiscal conservatism and set modest (if any) growth targets annually. The board elected to hold enrollment and staff salaries steady in SY21 to prepare for potential impacts from the Covid-19 pandemic.

SY2020

Rating:

Comments: F2F continues to take a 'committee of the whole' approach to generating financial awareness, with the Director providing a thorough update to the board based on the monthly financial statements at each meeting.

SY2019

Rating:

Comments: The school's Director and board work closely with their financial services firm, Dieci, to examine and manage the school's finances. The school's Director and board take a 'committee of the whole' approach to generating financial awareness, with the Director providing a thorough update to the board based on the monthly financial statements at each meeting. In this way, the full board has developed its understanding of the school's financial health.

SY2018

Rating:

Comments: The school's Director and board work closely with their financial services firm, Dieci, to examine and manage the school's finances. The school's Director and board take a 'committee of the whole' approach to generating financial awareness, with the Director providing a thorough update to the board based on the monthly financial statements at each meeting. In this way, the full board has developed its understanding of the school's financial health. Authorizer observation of board meetings during SY2018 indicate that it is commonplace for members to ask thoughtful questions during and after the presentation of the monthly financial statements.

SY2017

Rating:

Comments: The school’s Director and board work closely with their financial services firm, Dieci, to examine and manage the school’s finances. The school’s Director and board take a ‘committee of the whole’ approach to generating financial awareness, with the Director providing a thorough update to the board based on the monthly financial statements at each meeting. In this way, the full board has developed its understanding of the school’s financial health. Authorizer observation of board meetings during SY2018 indicate that it is commonplace for members to ask thoughtful questions during and after the presentation of the monthly financial statements.

Source: Monthly board packets; Site visits

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

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

SY2021

Rating:

Comments: All board members have completed their initial financial management training with the exception of one member who will begin training this spring. Note that in order for the member to remaining eligible the training must be completed within six months of being seated (by the end of March).

SY2020

Rating:

Comments: All board members have completed their initial financial management training.

SY2019

Rating:

Comments: All board members have completed their initial financial management training.

SY2018

Rating:

Comments: All board members have completed their initial financial management training and have also received ongoing training on special education finance per the April quarterly report.

SY2017

Rating:

Comments: All board members have completed their initial financial management training and have also received ongoing training on special education finance per the April quarterly report.

Source: Monthly board packets, UST site visits, MN Stat.124E.07; Statement of compliance sheet, **Quarterly Report 2 (Board Information Template Attached)**

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

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

SY2021

Rating:

Comments: As a small school, Face to Face understands the importance of a strong fund balance. Over the course of the contract, Face to Face has maintained a Fund Balance Policy with a 30-35% goal. The Board also has identified a set of strategies to ensure this goal is attained as well as required steps should the balance drop below 30%.

SY2020

Rating:

Comments: F2F continues to utilize the Fund Balance Policy described previously, which includes goals over time and cash flow related to variability of revenue streams.

SY2019

Rating:

Comments: F2F Academy has a fund balance policy which states that the school’s goal is, “to achieve and maintain an Unassigned Fund Balance in the General Fund between 30 to 35% expenditures. Face to Face Academy considers a balance of less than 30% cause for concern, barring unusual or deliberate circumstances. The Academy’s plan for fiscal viability includes a three-year budget that projects a surplus every year and a plan to ensure that the Fund Balance remains at or above 30%, and a system of strict financial controls.” The policy also addresses potential changes that may be considered if state funding circumstances change or cash flow concerns arise.

SY2018

Rating:

Comments: F2F Academy has a fund balance policy which states that the school’s goal is, “to achieve and maintain an Unassigned Fund Balance in the General Fund between 30 to 35% expenditures. Face to Face Academy considers a balance of less than 30% cause for concern, barring unusual or deliberate circumstances. The Academy’s plan for fiscal viability includes a three-year budget that projects a surplus

every year, a current Fund Balance of 33% and a plan to ensure that the Fund Balance remains at or above 30%, and a system of strict financial controls.” The policy also addresses potential changes that may be considered if state funding circumstances change or cash flow concerns arise.

SY2017

Rating:

Comments: F2F Academy has a fund balance policy which states that the school’s goal is, “to achieve and maintain an Unassigned Fund Balance in the General Fund between 30 to 35% expenditures. Face to Face Academy considers a balance of less than 30% cause for concern, barring unusual or deliberate circumstances. The Academy’s plan for fiscal viability includes a three-year budget that projects a surplus every year, a current Fund Balance of 33% and a plan to ensure that the Fund Balance remains at or above 30%, and a system of strict financial controls.” The policy also addresses potential changes that may be considered if state funding circumstances change or cash flow concerns arise.

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

2.5 Has the school successfully completed an annual audit?

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

SY2021

Rating:

Comments: Over the last five years, Face to Face has completed and submitted an annual audit within the required timeframe.

SY2020

Rating:

Comments: The school’s audit was completed and submitted on time and submitted.

SY2019

Rating:

Comments: The school’s audit was completed on time and submitted to both UST and the state.

SY2018

Rating:

Comments: The school’s audit was completed on time and submitted to both UST and the state.

SY2017

Rating:

Comments: The school's audit was completed on time and submitted to both UST and the state.

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

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

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

SY2021

Rating:

Comments: BerganKDV completed the Face to Face audit for SY20. As in past years, the audit had no findings and was clean. We again applaud this accomplishment and recognize the difficulty of having audits with absolutely no findings year after year.

SY2020

Rating:

Comments: The F2F Academy audit for FY2019 had no findings and was clean. As in the prior year, we applaud this accomplishment and recognize the difficulty of having audits with absolutely no findings year after year.

SY2019

Rating:

Comments: The F2F Academy audit for FY2018 had no findings and was clean. As in the prior year, we applaud this accomplishment and recognize the difficulty of having audits with absolutely no findings year after year.

SY2018

Rating:

Comments: The F2F Academy audit for FY2017 had no findings and was clean. UST applauds the efforts a clean audit with no findings represents and commends the school and board for their efforts to be good financial stewards.

SY2017

Rating:

Comments: The F2F Academy audit for FY2017 had no findings and was clean. UST applauds the efforts a clean audit with no findings represents and commends the school and board for their efforts to be good financial stewards.

Source: Annual financial audit

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

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

SY2021

Rating:

Comments: As highlighted in 2.2, the Face to Face board and administration are committed to fiscal conservatism and set modest growth targets annually. For FY21, the board elected to hold enrollment and staff salaries steady to prepare for potential impacts from the Covid-19 pandemic.

The budget is developed with support from the school's financial service provider, is approved by June 30 annually and meets the fund balance policy goals.

SY2020

Rating:

Comments: F2F employs an intentional budget development and monitoring process that includes regular review of revenues and expenses, monthly review of financials, cash flow management and adherence to finance policies and procedures. Annual budgets are built using a conservative ADM projection.

SY2019

Rating:

Comments: The school has a long history of careful budgeting which is conservative yet realistic—a critical balance in a small school environment. The school has a positive working relationship with Dieci, it's financial service provider and ensures that budgets are approved in a timely fashion and meet the fund balance policy goals set forth by the board.

SY2018

Rating:

Comments: The school has a long history of careful budgeting which is conservative yet realistic—a critical balance in a small school environment. The school has a positive working relationship with Dieci, it’s financial service provider and ensures that budgets are approved in a timely fashion and meet the fund balance policy goals set forth by the board.

SY2017

Rating:

Comments: The school has a long history of careful budgeting which is conservative yet realistic—a critical balance in a small school environment. The school has a positive working relationship with Dieci, it’s financial service provider and ensures that budgets are approved in a timely fashion and meet the fund balance policy goals set forth by the board.

Source: Annual Report, Quarterly Report 2, Monthly board packets, UST site visits, UST meetings with business manager(s)

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

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

SY2021

Rating:

Comments: At the close of FY2020, the school’s audited fund balance was \$710,623, or 43% of annual expenditures. The higher than normal surplus is largely due to the PPP Loan Face to Face secured.

SY2020

Rating:

Comments: At the close of FY2019, the school’s audited fund balance was \$507,708, or 35% of annual expenditures. This represents a healthy cushion against unforeseen expenses and falls within the 30-35% range desired by the school’s board.

SY2019

Rating:

Comments: At the close of FY2018, the school’s audited fund balance was 31.9% of annual expenditures. This represents a healthy cushion against unforeseen expenses and falls within the 30-35% range desired by the school’s board.

SY2018

Rating:

Comments: At the close of FY2017, the school's audited fund balance was \$445,790 or 34% of annual expenditures. This represents a healthy cushion against unforeseen expenses and falls within the 30-35% range desired by the school's board.

SY2017

Rating:

Comments: At the close of FY2017, the school's audited fund balance was \$445,790 or 34% of annual expenditures. This represents a healthy cushion against unforeseen expenses and falls within the 30-35% range desired by the school's board.

Source: Quarterly Report 2, 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 ongoing training on board roles and responsibilities, governance, and employment practices (<i>Minnesota Statutes 2015, 124E.07</i>)	
1 = Does not meet standard	Three or more board members are out of compliance
2 = Approaching standard	Two or fewer board members are out of compliance
3 = Meets standard	All board members meet training requirements
4 = Exceeds standard	All board members meet training requirements and exhibit working knowledge of board roles and responsibilities, governance, and employment practices.
<p>SY2021 Rating: <input type="text" value="3.5"/> Comments: All board members exhibit commitment to the school and have met initial and ongoing training requirements with the exception of one board member seated less than six months ago and slated to begin training soon. The board regularly completes ongoing training in areas of need identified by board members.</p>	
<p>SY2020 Rating: <input type="text" value="3.5"/> Comments: All board members exhibit commitment to the school and have met initial and ongoing training requirements. The board regularly completes ongoing training in areas of need identified by board members.</p>	
<p>SY2019 Rating: <input type="text" value="3"/> Comments: All board members have completed their initial trainings and have received ongoing training on a variety of topics including the authorizer contract and goals, Articles of Incorporation, MN Public School Fee Law and a review of MACS Governance Series.</p>	
<p>SY2018 Rating: <input type="text" value="3"/> Comments: All board members have completed their initial trainings and have also received ongoing training on a variety of topics including loss and trauma in schools, authorizer contract goals, pending legislation (per the October 1, 2017 annual report), and special education finance (per the April quarterly report). The board also leveraged its annual self-review to determine topics for additional ongoing development.</p>	
<p>SY2017 Rating: <input type="text" value="3"/> Comments: All board members have completed their initial trainings and have also received ongoing training on a variety of topics including loss and trauma in schools, authorizer contract goals, pending legislation (per the October 1, 2017 annual report), and special education finance (per the April quarterly report). The board also leveraged its annual self-review to determine topics for additional ongoing development.</p>	
<p>Source: Monthly board packets, UST site visits, MN Stat 124E.07, Statement of compliance sheet, Quarterly Report 2 (Board Information Template Attached)</p>	

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

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

SY2021
Rating:
Comments: Face to Face board members bring a range of expertise to the school. As in years past, board observations and conversations with the board chair show a clear understanding of the board’s oversight role and a commitment to effective governance.

SY2020
Rating:
Comments: As in years past, the majority of F2F board members have numerous years of service on the board. Board observations and conversations with the Board chair show a clear understanding of the Board’s oversight role and a commitment to effective governance. The board remains mindful of training requirements and has spent time thoughtfully discussing long-term strategic issues such as the school facility and development of additional programming for students.

SY2019
Rating:
Comments: The majority of F2F board members have numerous years of service on the board and board meeting observations indicate the individuals understand their roles and come to meetings prepared. The board chair is experienced in his role and understands the difference between governance and management—steering clear of the latter. As noted above, the F2F board is mindful of training requirements for new board members and provides frequent opportunities for ongoing training.

SY2018

Rating:

Comments: The majority of F2F board members have numerous years of service on the board and board meeting observations indicate the individuals understand their roles and come to meetings prepared. The board chair is experienced in his role and understands the difference between governance and management—steering clear of the latter. As noted above, the F2F board is mindful of training requirements for new board members and provides frequent opportunities for ongoing training.

SY2017

Rating:

Comments: The majority of F2F board members have numerous years of service on the board and board meeting observations indicate the individuals understand their roles and come to meetings prepared. The board chair is experienced in his role and understands the difference between governance and management—steering clear of the latter. As noted above, the F2F board is mindful of training requirements for new board members and provides frequent opportunities for ongoing training.

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

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

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

SY2021

Rating:

Comments: The school provided a copy of the board self-evaluation completed during SY2021. The form used is comprehensive and allows for discussion of most aspects of the board role.

SY2020

Rating:

Comments: As noted below, the board completes its annual reviews early in the year. Surveys were distributed to board members in July of 2019 and discussion of results was completed at the August 2019 board meeting. While the August minutes were not specific as to the board development items discussed, the minutes do state that the results of the survey were used to create a board development plan.

SY2019

Rating:

Comments: A review of board meeting minutes did not generate evidence of a board self-evaluation during SY2019. The school completed a review in July of 2019, with results to be shared during the August school board meeting. The board intends to use results as the basis for continuing education.

SY2018

Rating:

Comments: The board completes an annual self-evaluation which was debriefed at the June meeting during SY2018. The evaluation is conducted using a tool provided to schools by the MN Association of Charter Schools. Board members used the evaluation to reflect on current strengths and weaknesses as well as to generate ideas for additional ongoing training.

SY2017

Rating:

Comments: The board completes an annual self-evaluation which was debriefed at the June meeting during SY2018. The evaluation is conducted using a tool provided to schools by the MN Association of Charter Schools. Board members used the evaluation to reflect on current strengths and weaknesses as well as to generate ideas for additional ongoing training.

Source: Board minutes, Interview with board chair

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

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

SY2021**Rating:**

Comments: Face to Face bylaws call for a seven-member board with three of the members being teachers at the school. At the time of the evaluation, F2F had the required three teachers in place, as well as two community members, one community advisor (not on the board) and one parent. The governance model is clearly outlined, meets the requirements of MN 124E.07, includes individuals with expertise in school finance, nonprofit governance, education, and more. The school's board also includes expertise in facility management which continues to bolster the board's understanding of ways to keep the school clean and the air quality as healthy as possible during the Covid-19 crisis.

SY2020**Rating:**

Comments: The school's current bylaws (updated in 2014 and reviewed in January 2018) require a seven-member board with three of the members being teachers at the school. At the time of the evaluation, F2F had one vacancy (6 members currently seated) with the required three teachers in place, as well as two community members and one parent. The governance model is clearly outlined, meets the requirements of MN 124E.07, includes individuals with expertise in school finance, nonprofit governance, education, and more. The school's board also includes expertise in facility management which has bolstered its understanding of ways to keep the school clean and the air quality as healthy as possible during the Covid-19 crisis.

SY2019**Rating:**

Comments: The school's current bylaws (updated in 2014 and reviewed in January 2018) require a seven-member board with three of the members being teachers at the school. At the time of the evaluation, F2F had one vacancy (6 members currently seated) and three teachers. The governance model is clearly outlined, meets the requirements of MN 124E.07, includes individuals with expertise in school finance and nonprofit governance.

SY2018**Rating:**

Comments: The school's current bylaws (updated in 2014 and reviewed in 2017) require a seven-member board with four of the members being teachers at the school. While the governance model is clearly outlined, meets the requirements of MN 124E.07, includes individuals with expertise in school finance and nonprofit governance, and is made up of seven members as required by the school's bylaws, there is a discrepancy between the number of teacher members required by the bylaws (four) and the number currently seated (three). Having a non-majority board in which no one group (teachers/parents/community members) makes up a majority is certainly permissible. However, UST recommends that the board review its bylaws and adjust them as necessary.

SY2017**Rating:**

Comments: The school's current bylaws (updated in 2014 and reviewed in 2017) require a seven-member board with four of the members being teachers at the school. While the governance model is clearly outlined, meets the requirements of MN 124E.07, includes individuals with expertise in school finance and nonprofit governance, and is made up of seven members as required by the school's bylaws, there is a discrepancy between the number of teacher members required by the bylaws (four) and the number

currently seated (three). Having a non-majority board in which no one group (teachers/parents/community members) makes up a majority is certainly permissible. However, UST recommends that the board review its bylaws and adjust them as necessary.

Source: Board bylaws, MN Stat. 124E.07, Board minutes or interviews with board members

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

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

SY2021

Rating:

Comments: Face to Face developed a strategic plan as described below in SY2019. That plan continues through SY21. It is important to note that due to the pandemic, Face to Face leadership, board member, teachers and staff dedicated significant time to developing plans to support students through a variety of learning scenarios. The school also assesses needs on an annual basis prior to the start of each year.

SY2020

Rating:

Comments: As highlighted on pp.15 of the Annual Report, F2F engaged in a strategic planning process in SY2019. Four areas of focus were identified as highlighted in SY2019 evaluation. The board discusses matters of strategic concern on an ongoing basis.

Rating:

Comments:

As in years past, F2F engaged in a process of identifying need areas that could be worked on in the short term. They also began a more formal strategic planning process in the winter of 2018 (see QR3, p.5) which included a needs assessment and soliciting feedback from stakeholders. The school is also engaging in strategic planning as a part of determining what path to pursue with regard to its current facility.

Facility considerations, results of the needs assessment, and stakeholder feedback will all be wrapped into a formal strategic plan which the school plans to complete by the close of summer, 2019.

Below are the four focus areas that have been identified to date:

- 1) AREA 1: Bridge the gap between high school and College/World of Work
- 2) AREA 2: Increase Graduation and Retention Rates
- 3) AREA 3: Address long term facility needs that allow from increased educational program and gradual enrollment growth
- 4) Area 4: Expand outreach, fundraising, and overall development capacity.

SY2018

Rating:

Comments:

As stated in the school’s April 2018 Quarterly Report p.4, “Every school year, Face to Face Academy identifies “need areas” that can be addressed and improved upon with short to intermediate strategies and initiatives. The guiding principle is to engage in a school improvement process that stimulates positive momentum and generates positive, tangible results that can be witnessed during the current year. All stake holders – Board Members, staff, students, parents/guardians, and community members – provide feedback and are part of the implementation process.” The school’s most recent need areas included bridging the worlds of high school and work, increasing graduation and retention rates, and increasing science proficiency levels.

As F2F enters its 20th year the school leadership and board have determined that the time for a more comprehensive strategic plan has come. Work on this plan will provide the opportunity to continue looking at near term goals while also examining long-term elements such as planning for potential growth and facility options.

UST encourages the board to invest in the approach they have laid out above, marrying the blend of near term and long term planning to address the various needs of an active school.

SY2017

Rating:

Comments:

As stated in the school’s April 2018 Quarterly Report p.4, “Every school year, Face to Face Academy identifies “need areas” that can be addressed and improved upon with short to intermediate strategies and initiatives. The guiding principle is to engage in a school improvement process that stimulates positive momentum and generates positive, tangible results that can be witnessed during the current year. All stake holders – Board Members, staff, students, parents/guardians, and community members – provide feedback and are part of the implementation process.” The school’s most recent need areas included bridging the worlds of high school and work, increasing graduation and retention rates, and increasing science proficiency levels.

As F2F enters its 20th year the school leadership and board have determined that the time for a more comprehensive strategic plan has come. Work on this plan will provide the opportunity to continue looking at near term goals while also examining long-term elements such as planning for potential growth and facility options.

UST encourages the board to invest in the approach they have laid out above, marrying the blend of near term and long term planning to address the various needs of an active school.

Source: Board minutes, annual report, strategic plan

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

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

SY2021

Rating:

Comments: As detailed in the SY20 Annual Report, “The Executive Director is formally reviewed by the Academy School Board every year in addition to the oversight and counsel provided at the monthly Board meetings. This position is evaluated in the following areas: communication skills, teamwork/ interpersonal effectiveness, managing others, quality of work, creating efficient work processes. All Board members and all Academy staff are surveyed to elicit their view of the performance of the Executive Director. Every person rates the Executive Director using a scale and specific descriptors for the five areas. In accordance with the new State Statute, the Executive Director (as Program Director) is also held accountable for student gains in standardized testing through the School Wide Goal established in the Q-Comp plan. An Executive Committee of the Board, made up of non-teacher Board members, performs and shares the results of the evaluation with the Executive Director during a yearly meeting and uses the format to provide feedback and set professional goals for the upcoming year. This Executive Committee reports its results to the full Board.”

The process has been consistently used over the contract period and appears to work well.

SY2020**Rating:**

Comments: Consistent with the prior year, the F2F Academy board completed an evaluation of the school leader which began in June and was documented as complete in the July 2019 minutes. To prevent any conflicts of interest based on the relationship of the Executive and Academic leaders of the school, the F2F board evaluates both parties annually. The Executive Director evaluation is conducted using a comprehensive tool, and includes an interview component as well as a survey where staff members have the opportunity to comment on performance in a number of areas. The board uses the evaluation process not only to determine ongoing employment status, but also as a way of determining bonus compensation.

As highlighted below, this process has been consistent over the last five years.

SY2019**Rating:**

Comments: To prevent any conflicts of interest based on the relationship of the Executive and Academic leaders of the school, the F2F board evaluates both parties annually. The Executive Director evaluation is conducted using a comprehensive tool, which was provided to UST via the school's quarterly reports and June board packet. The evaluation includes an interview component as well as a survey where staff members have the opportunity to comment on performance in a number of areas. The board uses the evaluation process not only to determine ongoing employment status, but also as a way of determining bonus compensation. The evaluation process was relatively unique in its level of transparency. While UST views this as a strength and testament to the strong relationships and trust present at the school, it is important to note that the individuals being evaluated do have the option of determining whether evaluative discussions are closed (the de facto option) or open (available per their request).

SY2018**Rating:**

Comments: To prevent any conflicts of interest based on the relationship of the Executive and Academic leaders of the school, the F2F board evaluates both parties annually. The Executive Director evaluation is conducted using a comprehensive tool which was provided to UST via the school's quarterly reports and June board packet. The evaluation includes an interview component as well as a survey where staff members have the opportunity to comment on performance in a number of areas. The board uses the evaluation process not only to determine ongoing employment status, but also as a way of determining bonus compensation. The evaluation process was relatively unique in its level of transparency. While UST views this as a strength and testament to the strong relationships and trust present at the school, it is important to note that the individuals being evaluated do have the option of determining whether evaluative discussions are closed (the de facto option) or open (available per their request).

SY2017**Rating:**

Comments: To prevent any conflicts of interest based on the relationship of the Executive and Academic leaders of the school, the F2F board evaluates both parties annually. The Executive Director evaluation is conducted using a comprehensive tool which was provided to UST via the school's quarterly reports and June board packet. The evaluation includes an interview component as well as a survey where staff members have the opportunity to comment on performance in a number of areas. The board uses the evaluation process not only to determine ongoing employment status, but also as a way of determining

bonus compensation. The evaluation process was relatively unique in its level of transparency. While UST views this as a strength and testament to the strong relationships and trust present at the school, it is important to note that the individuals being evaluated do have the option of determining whether evaluative discussions are closed (the de facto option) or open (available per their request).

Source: Annual Report, Director evaluation, board minutes, interview with board chair

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

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

SY2021

Rating:

Comments: The Executive Director has consistently engaged in professional development opportunities annually over the course of the contract that reflect specific individual and schools goals. Includes an emphasis on navigating the school through the Covid-10 Pandemic as well as the following:

- 1) Serving as Board Chair and on the Executive Committee of MACS
- 2) Serving on the MACS subcommittee on Special-Education
- 3) Sitting on the Development Committee of the Metro Charter Schools’ crisis response team
- 4) Remaining an active member of the St. Paul Charter School Director’s Group
- 5) Original and current member of the planning group for the annual St. Paul Charter School Fair
- 6) Participating actively with a consulting team from the Regional Centers of Excellence
- 7) Ongoing training in the Legislative and Lobbying Process
- 8) Ongoing training in fundraising, stakeholder outreach, and development
- 9) Weekly Charter Director Zoom meetings (MACS)
- 10) Minnesota Association of Alternative Programs (MAAP) Annual Conference
- 11) Bi-Weekly Administrative class with the Commissioner of Education
- 12) Weekly support calls with the Minnesota Department of Health (MDH)

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SY2020

Rating:

Comments: The board creates a professional development plan for the school’s Executive Director which encompasses learning and experiential opportunities. The SY2020 plan includes serving as MACS board chair as well as actively participating in numerous committees. The director also is part of a consulting team for the Regional Centers of Excellence and is receiving ongoing training on the legislative and lobbying process, fundraising and stakeholder outreach.

(See Annual Report pp. 24).

SY2018

Rating:

Comments: As stated in the April 2018 Quarterly report, “As part of the review process for the Executive Director, the Board’s Executive Committee identifies areas of growth and helps advise a professional development plan for the Director.... For the past three years, the primary emphasis of the Director’s professional development has been to increase opportunity and capacity of the Executive Director component of the job description.” The plan is reviewed and revised on an annual basis and provides the opportunity for the Executive Director to work collaboratively with the board to develop a plan that will be useful to all parties.

SY2017

Rating:

Comments: As stated in the April 2018 Quarterly report, “As part of the review process for the Executive Director, the Board’s Executive Committee identifies areas of growth and helps advise a professional development plan for the Director.... For the past three years, the primary emphasis of the Director’s professional development has been to increase opportunity and capacity of the Executive Director component of the job description.” The plan is reviewed and revised on an annual basis and provides the opportunity for the Executive Director to work collaboratively with the board to develop a plan that will be useful to all parties.

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

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

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

SY2021

Rating:

Comments: The Board records have been appropriately maintained over the last five years, with a binder available in the main administrative office. The binder is updated after each meeting by the assistant to the Board Secretary.

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SY2020

Rating:

Comments: Board records continue to be maintained and available in the main office. Because board members receive their packets electronically prior to board meetings, the board binder is not present at meetings. As noted elsewhere, F2F meeting packets uniformly include all expected financial and organizational elements.

Sy2019

Rating:

<p>Comments: Board records are maintained and available in the main office. Because board members receive their packets electronically prior to board meetings, the board binder is not present at meetings. As noted elsewhere, F2F meeting packets uniformly include all expected financial and organizational elements.</p>
<p>SY2018 Rating: <input type="text" value="3"/> Comments: Board records are maintained and available in the main office. Because board members receive their packets electronically prior to board meetings, the board binder is not present at meetings. As noted elsewhere, F2F meeting packets uniformly include all expected financial and organizational elements.</p>
<p>SY2017 Rating: <input type="text" value="3"/> Comments: Board records are maintained and available in the main office. Because board members receive their packets electronically prior to board meetings, the board binder is not present at meetings. As noted elsewhere, F2F meeting packets uniformly include all expected financial and organizational elements.</p>
<p>Source: Governance binder, site visits, board minutes</p>

<p>3.9 Does the board review, update, and approve its policies such that they maintain compliance with state law and current best practices?</p>	
1 = Does not meet standard	Board policies are outdated and not reviewed regularly.
2 = Approaching standard	Board policies are reviewed and approved as needed, but are not comprehensively reviewed on a regularly scheduled basis.
3 = Meets standard	Board policies are reviewed for content and legal compliance, updated, and approved on a regularly scheduled basis. Policies are utilized by the board to drive decision-making and are familiar to board members.
4 = Exceeds standard	NOT APPLICABLE
<p>SY2021 Rating: <input type="text" value="3"/> Comments: While Face to Face Academy does not have a policy review calendar, the Board and administration review policies annually and have a process in place for identifying needed updates and new policies. The school also works with MACS to ensure policies are in alignment with new statutes and/or obligations. Quarterly Report 2 (pp. 14)</p>	
<p>SY2020 Rating: <input type="text" value="3"/> Comments: As described on pages 15-16 of the Annual Report, F2F reviews all policies at the start of the school year. The Administration also identifies areas needing policy revisions or new policies. The school's relationship with MACS supports staying abreast of new statutes and/or obligations.</p>	
<p>SY2019 Rating: <input type="text" value="3"/> Comments:</p>	

As highlighted in the Annual Report, Policies are reviewed at the start of each school year. Administration also identifies issues for which a policy is required – either because of legal or administrative requirements, or good governance. The Board itself may also identify an issue that needs a policy.

Once a policy update or need has been identified, the typical process is (1) general discussion at a meeting, (2) followed by a draft proposal prepared by members and presented and discussed at the next meeting, and (3) then adoption at a third meeting.

The Board and Administration utilize their network of resources – MDE, Authorizer, Dieci School Finance, Indigo Education, other Charter schools, and the before mentioned MACS – to determine existing policy models and best practices.

SY2018

Rating:

Comments: Per the school’s January 2018 Quarterly Report (p.10), the board reviews all policies at the start of each school year to ensure familiarity and make updates as needed. One best practice that can be seen on many of the school’s policies (and current bylaws) is that the date of the most recent revision is listed. This practice assists schools in ensuring policies are kept up-to-date and that the policy being reviewed is the most recent version. F2F also has a process for creating new policies which involves identification, drafting/presentation, and adoption stages which generally take place over the course of three meetings. The school works with expert partners such as MACS, Dieci, Indigo Education, and others to ensure policies are up to date and legally compliant.

SY2017

Rating:

Comments: Per the school’s January 2018 Quarterly Report (p.10), the board reviews all policies at the start of each school year to ensure familiarity and make updates as needed. One best practice that can be seen on many of the school’s policies (and current bylaws) is that the date of the most recent revision is listed. This practice assists schools in ensuring policies are kept up-to-date and that the policy being reviewed is the most recent version. F2F also has a process for creating new policies which involves identification, drafting/presentation, and adoption stages which generally take place over the course of three meetings. The school works with expert partners such as MACS, Dieci, Indigo Education, and others to ensure policies are up to date and legally compliant.

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

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

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

SY2021

Rating:

Comments: The school’s SY2014 bylaws remain in place and were reviewed in 2020.

SY2020

Rating:

Comments: The school’s SY2014 bylaws remain in place and were reviewed in January of 2018.

SY2019

Rating:

Comments: The school’s board bylaws were last reviewed during SY2017 and were last updated during SY2014.

SY2018

Rating:

Comments: The school’s board bylaws were last reviewed during SY2017 and were last updated during SY2014. As noted above, the board is encouraged to examine the ‘board composition’ section during its next review to ensure its currently desired composition is aligned with the language of the bylaws.

SY2017

Rating:

Comments: The school’s board bylaws were last reviewed during SY2017 and were last updated during SY2014. As noted above, the board is encouraged to examine the ‘board composition’ section during its next review to ensure its currently desired composition is aligned with the language of the bylaws.

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

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

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

SY2021

Rating:

Comments: Over the last five years, the school has submitted all board packets, including required financial materials in a timely fashion.

SY2020

Rating:

Comments: The school submits all board packets, including required financial materials on time.

SY2019

Rating:

Comments: The school submits all board packets, including required financial materials, to UST and its board in a timely fashion.

SY2018

Rating:

Comments: The school submits all board packets, including required financial materials, to UST and its board in a timely fashion.

SY2017

Rating:

Comments: The school submits all board packets, including required financial materials, to UST and its board in a timely fashion.

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

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

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

SY2021

Rating:

Comments: Over the course of the contract period, Face to Face Academy has demonstrated knowledge and respect for Open Meeting Law. No violations were observed or brought to the attention of the authorizer. The meeting calendar is available on the school’s website along with minutes from previous meetings.

SY2020

Rating:

Comments: No violations of open meeting law were noted during board observations or review of meeting minutes. The school’s new website includes a page for calendars which includes a specific page for board meeting dates. Minutes from past meetings can be found under the board page.

SY2019

Rating:

Comments: No violations of open meeting law were noted during board observations or review of meeting minutes.

SY2018

Rating:

Comments: No violations of open meeting law were noted during board observations or review of meeting minutes.

SY2017

Rating:

Comments: No violations of open meeting law were noted during board observations or review of meeting minutes.

Source: Board minutes, ongoing correspondence, UST site visits

3.13 Does the school have strong academic and organizational leadership?

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

SY2021

Rating:

Comments: The Face to Face Academy leadership team has remained consistent over the contract term (and for years prior) and continues to demonstrate an unwavering commitment to the school's mission and student success as well as a commitment to collaboration, communication and empowering teachers and staff.

SY2020

Rating:

Comments: As highlighted previously, F2F has an exceptional leadership team that works closely with all staff to ensure a seamless and high quality experience for students. The Executive and Academic leadership both have a long history with the school and demonstrate a strong commitment to the mission and vision. Many teaching staff also play leadership roles both formally and informally.

SY2019

Rating:

Comments: F2F is fortunate to have an exceptional leadership team that works closely with all staff to ensure a seamless and high quality experience for students. The Executive and Academic leadership both have a long history with the school and demonstrate a strong commitment to the mission and vision. Many teaching staff also play leadership roles both formally and informally.

SY2018

Rating:

Comments: F2F is fortunate to have an exceptional leadership team that works closely with all staff to ensure a seamless and high quality experience for students. The Executive and Academic leadership both have a long history with the school and demonstrate a strong commitment to the mission and vision. Many teaching staff also play leadership roles both formally and informally, creating an impressive culture of teamwork, collaboration, and commitment to student success that was recognized by students, parents, and teachers during UST's fall interviews.

SY2017

Rating:

Comments: F2F is fortunate to have an exceptional leadership team that works closely with all staff to ensure a seamless and high quality experience for students. The Executive and Academic leadership both have a long history with the school and demonstrate a strong commitment to the mission and vision. Many teaching staff also play leadership roles both formally and informally, creating an impressive culture of teamwork, collaboration, and commitment to student success that was recognized by students, parents, and teachers during UST's fall interviews.

Source: Annual report, authorizer observation

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

1 = Does not meet standard	Fewer than 75% of parents surveyed indicate they are satisfied with the school.
2 = Approaching standard	Between 75% and 84.9% of parents surveyed indicate they are satisfied with the school.
3 = Meets standard	Between 85% and 95% of parents surveyed indicate they are satisfied with the school.
4 = Exceeds standard	More than 95% of parents surveyed indicate they are satisfied with the school.

SY2021**Rating:** **Comments:**

Due to the pandemic, Face to Face chose to use the St. Thomas feedback survey in place of their annual survey. The return rate for families was low (6) and thus this item is being scored as not applicable. Those who responded reported strong communication and strong support. Given that many Face to Face students are over 18 and living independently, it is also worth noting that they also reported extremely strong communication and feelings of support.

SY2020**Rating:** **Comments:**

The SY2019 Annual Report (p.59) indicated that the school collected 27 parent surveys—an increase from 19 in the prior year. The school scored over 4 on a 5-point scale on feelings of safety, belongingness, effective learning, and parent experience with the school. The school scored very low (positive) on questions about whether incivility/disruption or safety were issues for the school. As in the past year, the survey indicator regarding personal school experience is used as a proxy for parent satisfaction. As noted, below, percentages were not provided, but it is clear that the school—at a minimum—met the standard given the extremely strong averages.

SY2019**Rating:** **Comments:**

In SY 2018, 19 completed survey were submitted (representing 20-25% of the overall enrollment). In the categories of belongingness, effective learning, and personal school experience – the Academy scored above a 4 (on a scale of 1 to 5). Although there was not a question related to ‘overall satisfaction,’ the score for ‘personal school experience’ appears to be a reasonable proxy. However, this item cannot be scored properly without data on what the percentage (rather than average) of parents scoring in the 4-5 range was. For the current year we will score this goal as meeting standard, in the future, please provide additional information to allow this goal to be scored.

SY2018**Rating:** **Comments:**

Given the population of students F2F Academy serves, many students are on the verge of adulthood and may or may not have the level of parental involvement seen in other high school settings. The school did administer a parent satisfaction survey during SY2018, but generated only 11 responses. After careful consideration, both UST and the school agreed that such a small sample did not provide adequate information, thus this goal is being treated as not applicable this year. The school has already considered how to boost response rates going forward and is planning to utilize its new parent portal as a part of a multi-tiered approach.

SY2017**Rating:** **Comments:**

Given the population of students F2F Academy serves, many students are on the verge of adulthood and may or may not have the level of parental involvement seen in other high school settings. The school did administer a parent satisfaction survey during SY2018, but generated only 11 responses.

After careful consideration, both UST and the school agreed that such a small sample did not provide adequate information, thus this goal is being treated as not applicable this year. The school has already considered how to boost response rates going forward and is planning to utilize its new parent portal as a part of a multi-tiered approach.

Source: Annual report, UST parent satisfaction survey

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

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

SY2021

Rating:

Comments: For the fifth year in a row, Face to Face retained 100% of teachers and staff. This is a remarkable achievement. Congratulations!

SY2020

Rating:

Comments: For the fourth year in a row, F2F experienced 100% retention.

SY2019

Rating:

Comments: For the third year in a row, F2F experienced 100% retention.

SY2018

Rating:

Comments: F2F Academy has the strongest staff retention of any school UST has worked with, and has maintained high staff retention rates for many years. From the end of SY2017 to SY2018 the school lost only one staff member (in the area of social work) and maintained 100% retention of all instructional staff. As noted in the school’s annual report, this high level of staff retention is a great benefit to the students and speaks to the incredible culture of the school as a whole.

SY2017

Rating:

Comments: F2F Academy has the strongest staff retention of any school UST has worked with, and has maintained high staff retention rates for many years. From the end of SY2017 to SY2018 the school lost only one staff member (in the area of social work) and maintained 100% retention of all instructional staff. As noted in the school’s annual report, this high level of staff retention is a great benefit to the students and speaks to the incredible culture of the school as a whole.

Source: Annual report (Licensure Template)

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

1 = Does not meet standard	At least one educational staff is not appropriately licensed or does not hold appropriate and current waivers or variances.
2 = Approaching standard	At least one educational staff has been on a waiver or variance for more than one year.
3 = Meets standard	All educational staff are appropriately licensed.
4 = Exceeds standard	NOT APPLICABLE
SY2021 Rating: <input type="text" value="3"/> Comments: Over the course of the contract, annual license checks found no concerns.	
SY2020 Rating: <input type="text" value="3"/> Comments: An annual license check found no concerns.	
SY2019 Rating: <input type="text" value="3"/> Comments: No concerns were noted during UST’s annual licensure checks.	
SY2018 Rating: <input type="text" value="3"/> Comments: No concerns were noted during UST’s annual licensure checks.	
SY2017 Rating: <input type="text" value="3"/> Comments: No concerns were noted during UST’s annual licensure checks.	
Source: MDE STAR Discrepancy Reports (self-reported data, crosscheck with licensure file checks) D-1	

3.17 Does the school remain consistently full with retention rates at or above the school’s agreed-upon target rates?	
1 = Does not meet standard	The school’s actual enrollment consistently falls short of target enrollment (set in the July 1 budget) by <u>5% or more</u> . Student retention rates are consistently below the school’s agreed-upon target rates.
2 = Approaching standard	The school’s actual enrollment consistently falls short of target enrollment (set in the July 1 budget) by <u>1-4.9%</u> . Student retention rates are consistently below the school’s agreed-upon target rates.
3 = Meets standard	The school is consistently fully enrolled. Student retention rates are generally at or above the school’s agreed-upon target rates
4 = Exceeds standard	The school is consistently fully enrolled. Student retention rates consistently exceed the school’s agreed-upon target rates over the course of the contract or last three years.
SY2021 Rating: <input type="text" value="4"/> Comments: ADM forSY20 was 84.4 – the highest in school history. As highlighted in previous years’ evaluations, Face to Face Academy has gradually increased enrollment over the last five years.	

45 students left after October 1, which is about a 68% retention rate over the course of the year. Over the course of the contract, attrition has been an area of focus for Face to Face Academy as the student population is comprised of a higher proportion of chronically truant, mobile and homeless students.

SY2020

Rating:

Comments: As shown on page 31 of the Annual Report, F2F had an ADM of 82.66 students for SY2019, which is up approximately 2 from the previous year. The school has shown a steady rise in ADM since SY2012, which was 66.4.

39 students left F2F after October 1 (not counting the 10 students who graduated) with a total of 127 students enrolled over the course of the year. This is retention rate of 70%.

SY2019

Rating:

Comments: In a small school environment, maintaining consistent enrollment is particularly critical. The F2F board and Executive Director work collaboratively to ensure that the budget is set at a realistic but achievable level. Over the past few years the school has grown slowly to its present size, allowing the school to keep up with inflationary costs and build a sustainable fund balance. F2F recognizes that attrition is a challenge based on the school’s higher proportion of chronically truant, mobile and homeless students, and has dedicated significant resources, staffing and programming to help students stay engaged in the school process. They have also added support to help students who “un-enroll” to successfully transition to another school.

SY2018

Rating:

Comments: In a small school environment, maintaining consistent enrollment is particularly critical. The F2F board and Executive Director work collaboratively to ensure that the budget is set at a realistic but achievable level. Over the past few years the school has grown slowly to its present size, allowing the school to keep up with inflationary costs and build a sustainable fund balance.

SY2017

Rating:

Comments: In a small school environment, maintaining consistent enrollment is particularly critical. The F2F board and Executive Director work collaboratively to ensure that the budget is set at a realistic but achievable level. Over the past few years the school has grown slowly to its present size, allowing the school to keep up with inflationary costs and build a sustainable fund balance.

Source: Annual report, renewal application

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

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

3 = Meets standard	The school follows the admission policies and procedures outlined in law.
4 = Exceeds standard	NOT APPLICABLE
SY2021 Rating: <input type="text" value="3"/> Comments: The school continues to follow its admission policies and procedures as outlined in law and their charter contract with St. Thomas.	
SY2020 Rating: <input type="text" value="3"/> Comments: The school follows its admission policies and procedures as outlined in law and their charter contract with UST.	
SY2019 Rating: <input type="text" value="3"/> Comments: The school follows its admission policies and procedures as outlined in law and their charter contract with UST.	
SY2018 Rating: <input type="text" value="3"/> Comments: The school follows its admission policies and procedures as outlined in law and their charter contract with UST.	
SY2017 Rating: <input type="text" value="3"/> Comments: The school follows its admission policies and procedures as outlined in law and their charter contract with UST.	
Source: Annual report, authorizer observation	

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

	community members; b) a size appropriate for the enrollment and student-teacher ratios in each class; c) adequate maintenance and security; d) well-maintained equipment and furniture that match the educational needs of the students; e) accessibility to all students.
4 = Exceeds standard	All health and safety code requirements are being met AND the facility generally provides a safe environment that is conducive to learning, based on conditions such as: a) a design well-suited to meet the curricular and social needs of its students, faculty, and community members; b) a size appropriate for the enrollment and student-teacher ratios in each class; c) adequate maintenance and security; d) well-maintained equipment and furniture that match the educational needs of the students; e) accessibility to all students. Additionally, the facility meets the mission of the school.

SY2021

Rating:

Comments: Face to Face Academy has educated students in the same facility over the contract term. Based on observations, the space is well maintained, safe and conducive to student learning. Staff and students take pride in the building and undertook significant efforts to maintain and update indoor spaces (including a major air quality project) as well as to create a beautiful outdoor learning space during SY2021.

SY2020

Rating:

Comments: F2F continues to educate students in the same space, which appears safe, cheerful and conducive to student learning. The school’s walls continue to display a variety of student work, and classrooms, bathrooms, and hallways are clean and well-maintained.

SY2019

Rating:

Comments: The learning environment at F2F Academy is safe, cheerful, and decorated by an ever-changing array of beautiful, student-generated works of art. The school’s facility has provides a positive learning environment that supports the school’s mission and culture.

SY2018

Rating:

Comments: The learning environment at F2F Academy is safe, cheerful, and decorated by an ever-changing array of beautiful, student-generated works of art. The school’s facility has provides a positive learning environment that supports the school’s mission and culture.

SY2017

Rating:

Comments: The learning environment at F2F Academy is safe, cheerful, and decorated by an ever-changing array of beautiful, student-generated works of art. The school’s facility has provides a positive learning environment that supports the school’s mission and culture.

Source: Authorizer observation

3.20 Does the school complete criminal background checks?

1 = Does not meet standard	The school cannot certify that it completes criminal background checks of staff and the board.
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2 = Approaching standard	The school certifies that it completes criminal background checks of the staff but not the board.
3 = Meets standard	The school certifies that it completes criminal background checks of staff and the board.
4 = Exceeds standard	NOT APPLICABLE
SY2021 Rating: <input type="text" value="3"/> Comments: The school has implemented a background check policy that includes all board members and staff who have contact with students. (Quarterly Report 2, page 12)	
SY2019 Rating: <input type="text" value="2.5"/> Comments: F2F reported in the January 2019 Quarterly Report that “For the 2018-19 school year, the background checks have been expanded to all Board Members and all contracted staff that have contact with students.” The school will begin background checks for all board members beginning with the 2019-2020 board cycle.	
SY2018 Rating: <input type="text" value="2"/> Comments: The school states in its January 2018 Quarterly report that, “The School has a responsibility to protect students and staff from unnecessary risks; the School has a responsibility to provide a safe and nurturing learning environment for students; the School (the corporation) has a need to defend itself from potential negligence in the hiring or retention of staff; the School has a need to protect the reputation of the institution as a body charged with the care of children.” Based on this information, it appears that F2F currently requires background checks for teachers, but not incoming board members. The school intends to run background checks for new board members moving forward.	
SY2017 Rating: <input type="text" value="2"/> Comments: The school states in its January 2018 Quarterly report that, “The School has a responsibility to protect students and staff from unnecessary risks; the School has a responsibility to provide a safe and nurturing learning environment for students; the School (the corporation) has a need to defend itself from potential negligence in the hiring or retention of staff; the School has a need to protect the reputation of the institution as a body charged with the care of children.” Based on this information, it appears that F2F currently requires background checks for teachers, but not incoming board members. The school intends to run background checks for new board members moving forward.	
Source: UST site visit, board chair interview, background check policy, Quarterly Report 2	

Attachment #10 – Intervention Policy

Range of Interventions Guidelines

Status	Triggered by...	Will Result in....
<p><u><i>Level One</i></u> 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. • UST Charter School Accountability Board recommendation that the school develops a School Improvement Plan (SIP).
<p><u><i>Level Two</i></u> Notice of Deficiency</p>	<ul style="list-style-type: none"> • Failure to meet multiple performance targets; or glaring or repeated failure to meet a single performance target. • Failure to comply with applicable law or significant failure to comply with Board condition(s) of the charter. 	<ul style="list-style-type: none"> • Letter to the school’s board (council) detailing areas of deficiency. • SIP containing specific improvement objectives, technical assistance requirements, and schedule for remedial action negotiated with the UST Charter School Accountability Board.
<p><u><i>Level Three</i></u> Notice of Probationary Status</p>	<ul style="list-style-type: none"> • Continued failure to meet performance targets; and failure to meet objectives of SIP. • Continued Failure to comply with applicable law or with the charter. 	<ul style="list-style-type: none"> • SIP imposed by the UST Charter Accountability Board. • UST Charter School Accountability Board has the option to require the assignment of a technical assistance team to the charter school and may facilitate the development of said technical assistance team. • In certain cases, the UST Charter School Accountability Board may appoint an agent to monitor the implementation of the SIP and the

		activities of the technical assistance team.
<u><i>Level Four</i></u> Charter Extended Review	<ul style="list-style-type: none"> • Pattern of failure to comply or meet performance targets; or • failure to successfully address terms of probation. 	<ul style="list-style-type: none"> • Recommendation to revoke, not to revoke, or to impose lesser sanctions. • Decision to commence or not to commence revocation proceedings made by UST Charter School Accountability Board.
<u><i>Level Five</i></u> Charter Revocation	<ul style="list-style-type: none"> • Charter review results in recommendation to revoke. 	<ul style="list-style-type: none"> • Written notice from the UST Charter School Accountability Board stating reasons for proposed revocation and informing school of right to an informal hearing. • Record of informal hearing. • Decision to revoke or not to revoke made by UST Charter School Accountability Board.

Attachment #11 – School Closure Plan

School Closure Plan

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

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

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

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	<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.) <i>See</i> School Wind-Up Plan and Action regarding payment of taxes, below.</p>			
10	<p>Notification of Food and Transportation Services and Cancellation of Contracts</p> <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>			

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

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

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

Item	Description of Required Actions	School's Responsible Party	Completion Date	Status
	<p>Assets received and held by the School subject to limitations permitting their use only for charitable, benevolent, educational, or similar purposes, but not held upon condition requiring return or with specific disposition instructions, shall be held until dissolution and transferred or conveyed to one or more charter schools in the school district or to the school district.</p> <ul style="list-style-type: none"> <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. 			