



2018-2019 Annual Report District
4152-07

A. Academic Elements

A1. Mission and Vision

TCGIS Vision, Mission and Values

SY2018-2019 was our school's third year working under this mission, this vision and these values:

- **Mission:** Innovative education of the whole child through German immersion.
- **Vision:** *Andere hören, andere sehen, weltoffen denken und handeln.*
(English version: *An open mindedness toward the world seeing and hearing others.*
There is no plan for an official translation.)
- **A learning environment that values:**
 - Curiosity
 - Kindness
 - Challenge and Support
 - Community
 - Intercultural Engagement

MISSION: TCGIS seeks to make its mission, vision, and values visible in its daily operations.

Examples of “Innovative education of the whole child through German immersion” include:

- Our 8th grade’s “Capstone” program, 9/25-10/10 in MN, May/June in Germany (May 16 - June 6)
 - As a rule, each 8th grader had a partner student from Germany that visited in the fall. The exchange is family to family = each 8th grader then stays with the partner’s family in May.
 - Germans explore MN, attend school; TCGISers do the same in Germany, spending a week in Berlin before heading to [Ochtrup and Borghorst](#) in Germany, where our partner schools are located.
 - TCGIS continues to work as a community to enable the entire grade level to participate, with only a few exceptions, none of which are financially based.
 - Graduation speaker described the experience in Germany as “the best three weeks of our lives” in her commencement address.
 - Unlike student travel in most other schools, this is not merely a trip, nor is it something that happens outside of school times. It is curricular and a part of the TCGIS experience, a key pillar of our school’s success.
 - SY2018-2019 saw considerable work in planning the future of the program. 2019-2020 will be the last year that the Borghorst school will be participating.
 1. Capstone leaders Mike Mullins and Esther Neu spent considerable time seeking, evaluating, visiting and conferring with potential replacement schools in the region.
 2. In addition, growth of our 8th grade means that we will need a third partner school.

3. Herr Mullins and Frau Neu visited schools in Emsdetten, Schöppingen and Münster, all located within close proximity to Borghorst and Ochtrup.
 4. Fall 2019 will see an announcement of which schools will be our partners going forward.
- Ongoing reception of European teaching candidates as interns is one key way in which we bring both new ideas and native level German into our classrooms. Each intern stays with a TCGIS host family making intercultural engagement a daily reality both in school and at home.
 - 2018-2019 saw continued strength in our intern program. 24 future European teachers joining our classrooms to teach and to learn.
 - While several interns remained for a full year - both planned and after choosing to extend - one semester remains more appealing to European teaching candidates and we continue to see high levels of interest.
 - The vast majority of interns are placed in classroom settings that match their area of study.
 - 2018-2019 brought us our fourth former intern as a teacher when 4th grade teacher Claudia Mueller signed on for 2019-2020.
 - Ongoing instructional support for both new and established teachers through [Teacher Centricity](#).
 - Positive behavior interventions and supports (PBIS) continue schoolwide
 - 4th grade bicycle safety program
 - Looping in grades 1 & 2 enables teachers to get to know students better and to build deeper, more stable relationships with kids and families. In Germany, it is common for teachers and students to loop for up to four years.
 - Grades 5-8 participate in “Advisory” which focuses on social-emotional learning, using the 2nd Step curriculum. Advisory also provides time for community building and in 8th grade is where orientation for the Capstone program happens.
 - In its fifth year, the TCGIS History Day program continues to flourish. By participating in History Day students build critical thinking, problem-solving, research, and writing skills. TCGIS students have competed in all levels of competition for History Day - from school level to nationals, building confidence, self esteem, and school spirit in the process.
 - In 2019, TCGIS had ten projects advance to State History Day - a record number for our school.
 - One project, a 6th grade exhibit board on the U.S. Dakota war, won a topical prize in the category of Minnesota History and an honorable mention.
 - Another project, an 8th grade group website on the Battle of Yorktown, won 5th place.
 - A website by an 8th grade student on the Triangle Shirtwaist fire won honorable mention.
 - History Day continues to be an exciting and popular project for students in grades 6-8. Many are looking forward to getting started on this year, and some are already thinking of topics that

will fit into the theme "Breaking Barriers in History." History Day kicks off at TCGIS on October 21st.

VISION: TCGIS' vision of *Andere hören, andere sehen, weltoffen denken und handeln.* was visible in numerous ways in 2018-2019 as the school sought to learn from the perspective of others. TCGIS seeks to build a culture of listening and openness, encouraging open dialogue among and between stakeholders. Specifically, during SY19, TCGIS school Board and administration undertook the following:

- Regular contact and cooperation with the District 10 Council regarding traffic planning and parking
- Extensive cooperation and collaboration with District 10 and St. Paul City officials in the site plan development and submittal process.
- TCGIS funded a comprehensive traffic study to better understand the impacts of traffic and parking on the immediate neighborhood. Implemented changes include:
 - Self-imposed parking restrictions on Como and Van Slyke Avenues.
 - An official shared parking agreement with our neighbors at the Mission Orthodox Presbyterian Church.
 - Improved pedestrian safety measures
 - Increased active encouragement of biking and walking to school/work
 - Cooperation with city engineers to change traffic signal timing during pick up and drop off times.
- The establishment of a parent council will give parents a representative voice in school affairs. Initial elections happened in the spring and each section (25 total) has a parent rep. The parent council met three times in the spring, once in the summer and in May, also held one joint meeting with staff and student councils.
- Parent council reps collaborated with administration on the parent satisfaction survey and also had the chance to look firsthand at results. Administration looks forward to deepening this collaboration moving forward.
- At the end of the 2018-2019 school year, the TCGIS School Board decided to expand by two members. Since June 2019, they have added both an additional community member and an additional teacher.

Subdivision 1. **Purposes.** The primary purpose of charter schools is to improve all pupil learning and all student achievement. Additional purposes include to:

(1) increase learning opportunities for all pupils;

TCGIS' exemplary RTI (MTSS = Multi-tiered Systems of Support) program, with considerable support from the state for ADSIS funding, continued to help students succeed.

As in the past, participation in the Capstone exchange (8th) and BioHaus trip to Concordia Language Villages (6th) happened independent of financial means.

Instructional support through Teacher Centricity for new and established teachers helps all students learn more.

(2) encourage the use of different and innovative teaching methods;

see above: "Mission"

(3) measure learning outcomes and create different and innovative forms of measuring outcomes;

TCGIS employs screeners in both languages, along with math and behavior to determine need for learning support. In addition, students participate in multi-modal German language testing from Germany in grades 2, 6 and 8.

(4) establish new forms of accountability for schools; or
see 1 and 3 above

(5) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

TCGIS teachers collaborate extensively on curriculum creation and implementation. In 2018-2019, in addition to work on the school's *Deutschkonzept*, the school implemented job embedded professional development through its QComp funds under the direction of Qcomp coordinator Ginger Sanford.

A2. Academic Accountability Plan Goals

TCGIS 2019-2020 Assessment Data: Appendix 1 (page 22)

The MCA scores overall trended slightly downward this year. Of particular concern are Math in 5th grade and English in 3rd grade. Math in 5th grade took a rather steep drop from the previous year and as a result faculty have set the site-based QComp goal for 2019-2020 as focusing on math. Additionally, teams are reviewing their standards and curriculum alignment across grade levels. The 3rd grade English scores have been in the mid- to high 40% the past few years. In 2019 the children only had completed 120 hours of English instruction before taking the MCA Assessment in English. What one sees in trends is that the English scores continue a solid upward trend each year thereafter.

TCGIS 2019-2020 Assessment Calendar: Appendix 2 (page 23)

A3. Extracurricular Programming

TCGIS continued to offer a formalized fee-based after-school activities and enrichment program administered by the front office. Classes included woodworking, self-defense, sign language, chess club, ballet, and others. Band and music lessons continued with integrated band lessons during the day and other music lessons after school throughout the 2018-2019 school year.

Due to expected construction, TCGIS did not offer its traditional array of summer programs. The Germanic American Institute offered an increased number of options at its facility to offset this.

A4. Parent Involvement and Satisfaction

The TCGIS parent community is engaged and supportive. Parents support the school by providing room and board for the school's interns, chaperoning field trips, volunteering in the

classroom (i.e. mystery readers in kindergarten), and assisting teachers as parent contacts (Elternkontakte). Seven of nine Board members were parents at the end of 2018-2019. Also, many parents participate on Board committees, especially finance and fundraising. In addition to a very involved PTO, TCGIS instituted a parent council in the spring of 2019. The Parent Council is made up of representatives of each class section and provides a representative body for parent input.

Community Feedback:

- In September of 2018, TCGIS surveyed parents on general school satisfaction. Given the early rollout, Kindergarten parents were “excused” from the survey and concerns that a survey later in the year would be better, high response rates (139 for a student body of nearly 600) suggest that the goal of surveying during a time where family attention to school is high was a good idea.
- In June of 2019, TCGIS surveyed parents on school satisfaction. At 231, response rates were considerably higher than in the fall. The survey results can be found [here](#).
- Survey results showed high levels of satisfaction with the school. Board and administration received high marks for communication around the construction project and surrounding controversy, while an area of improvement was a strong desire for improving teacher retention rates.
- Results were shared with both Board and Parent Council, with Parent Council having a chance to read through all survey comments. In addition, the last iteration of the survey contained some questions for the Parent Council, specifically asking parents which concerns the Parent Council should focus on in the coming year.
- Actions taken based on the survey include increased attention to the well-being of new teachers.
 - Formal check-in meetings
 - Earlier and more focused attention on onboarding led to all teachers having living arrangements made before Aug 1.

A5. Curriculum

TCGIS Curricular Choices:

Generally, TCGIS teachers actively review curricular holdings and submit material acquisitions in April of each year. Starting in the academic year 2017-18, more robust vertical articulation teams were created, allowing teachers to more efficiently make curricular choices over the entire K-8 span while discussing their needs throughout the academic year. The teachers select and order materials and these decisions are now made in a more informed fashion based on having identified deficits in curricular holdings. Administrative oversight and encouragement allowing teachers to ‘stretch’ their thinking about where and why to purchase materials has led to bold new curriculum design and structuring.

Specifically, we have most recently made bold acquisitions in 1) German language curriculum K-4 and new material to strengthen the writing and reading emphasis across our Middle School German Department curriculum. 2) We have purchased many more online digital resources used in station work that strengthen German, Math and Science curriculums. We have continually enhanced our digital curriculum as we are able to more efficiently purchase online sites and materials internationally. 3) In both the Elementary and Middle Schools, we continue to purchase math materials that speak to our reflective, process-based approach. 4) We purchase special education materials each year, allowing our interventionists to support classroom teachers more in their small group work. 5) We made significant curricular purchases in our specialist courses: art, sport and performing arts. The curriculum and classroom materials in each of these disciplines were much less developed than necessary.

Strengths and Weaknesses of Curriculum:

The strengths of the TCGIS curriculum: 1) K-8 vertical articulation subject scope and sequence discussions are better structured; 2) Curriculum design is driven by blending teacher autonomy and administrative oversight ; 3) Closely aligned with the MN Standards; 4) Nimble and nuanced decision making process as to how material acquisition and budget building is processed; 5) A small set of internationally experienced faculty possess knowledge of available and appropriate materials globally; 6) We sent 24 colleagues to Responsive Classroom (RC) workshops in August 2019 and the faculty greatly benefited from these 4 days of RC training.

The weaknesses of the TCGIS curriculum: 1) While we made great strides in 2018-2019 getting all curricular materials coded and inventoried. This process is still incomplete; 2) We still do not have curriculum maps on-line for family and faculty usage. However, by June 2020 we will have two curriculum maps on the TCGIS Homepage: a) a family curriculum map overview, b) By June 2020 a more detailed faculty curriculum map; 3) Some curricular materials decisions are still made on an ad hoc basis; 4) The school continues to work on a curriculum design and implementation process that relies on input from ALL staff, not just a few teachers; 5) Many teachers are here for a brief period of time (a year or two) and then move to another school; 5) The teacher turnover at TCGIS does not lend itself to “historical collective memory” of what we teach, when and why. Thus we are not able to rely on a typical mix of young, mid-career and experienced faculty amongst our ranks. Our staff is young. For many of them, TCGIS is the first school at which they have taught.

New Material Acquisition:

In 2018-19, the school sought to implement an improved process of curriculum/text adoption. We spent one year across K-8 discussing and re-writing the German curriculum and the scope and sequence. After much debate and discussion the K-4 colleagues adopted a single textbook. The Middle School chose to continue purchasing materials based on grade level and subject demands aligning with the individual scope and sequences.

Going forward, TCGIS faculty will be by department and based on two factors, choose new curricular materials. These two factors are: 1) new Minnesota standards creation implementation; 2) and the length of time TCGIS has had particular grade level/subject materials. We are in the process of creating a textbook adoption schedule. Currently it makes no sense to purchase science materials given the new Science Standards have just come out. However, the math curriculum is older and discussions will begin in 2019-2020 about implementing a new curriculum.

A6. Scheduling

TCGIS undertook no significant schedule changes from 2017-2018 to 2018-2019. Daily schedules with varied class meeting times remained in the middle school and additional recess periods stayed on as part of the elementary schedule. The school feels that the schedule in its current form gives both teachers and students good chances to succeed.

One minor schedule change undertaken this year was the placement of early release Wednesdays at more convenient spots in the monthly calendar.

A7. Professional Development and Teacher Evaluation Systems

Staff Development Opportunities:

In 2018-2019, TCGIS continued its work to improve learner outcomes through teacher professional development (“PD”). The school employed both traditional pd trainings and staff-driven professional learning communities (“PLCs”). In addition, 2018-2019 saw an ambitious implementation of job embedded PD as part of its QComp program. The school used QComp dollars to pay for subs as teachers were given whole days to collaborate in their teams. Staff reported a high degree of satisfaction with this model and really appreciated the chance to learn together. Teachers loved working with their teams, from visits to other schools to basic curricular work time.

Faculty Development Opportunities:

- Metro Immersion Network Conference
- Minnesota Conference of Teachers of Languages and Cultures
- Attending and presenting at the International Center for Advanced Research in Language Acquisition Conference
- In house PD focused on differentiation and lesson design
- Cognitive Coaching training from MDE
- Outside teacher coaches continued supporting pedagogy and professional development.
- Staff attended both the national conference for the American Council on the Teaching of Foreign Languages (“ACTFL”) and a national conference on bilingual education.

Teacher Evaluation System:

TCGIS teacher evaluation process is based on the Charlotte Daniels model and has been in place at TCGIS for several years. The Administrative Team shares the official classroom observation and evaluation responsibilities. In 2018-2019, Ted Anderson, Mike Mullins and Christopher McKay shared the observation duties. The intent was for probationary staff to be observed once by each of them and staff retention decisions would thus be made with three solid perspectives on teacher performance. Various challenges during the year, including the distraction of the building project prevented the complete execution of this plan, but nearly all probationary teachers were observed three times.

TCGIS' process driven evaluations include a pre-observation, classroom observation and post-observation. While this process is evaluative, a great deal of emphasis is also placed on teacher reflection and growth. Our teachers in the first three years under TCGIS contract are observed 2-3 times annually in a single academic year. The non-probationary faculty are observed formally minimally 1 time each year.

A8. Innovative Practices, Initiatives, and Future Plans

For current innovative practices, please refer back to section A1, outlining the school's efforts to achieve its mission of "Innovative Education of the Whole Child through German Immersion."

School-wide goals for SY2019-2020 have been approved and published by the TCGIS School Board:

Schoolwide Goals

At the end of last school year, the Board gathered and analyzed feedback from all stakeholder groups and developed the schoolwide goals in collaboration with administration over the summer. The Board finalized the goals at a retreat in August. The Board shared the high-level goals, each of which has specific deliverables that will guide the school over the coming school year. More details will be coming in the weeks and months ahead. We are excited to share these goals with the school community.

LET'S BUILD A SCHOOL TOGETHER!

Lasst uns zusammen eine Schule bauen!

- Move the school from a stage of continuous growth to a stage of stability and strength.
- Cultivate a schoolwide community of colleagues and families that attracts and retains exceptional talent.
- Communicate the message of our school through multiple channels.
- Increase the diversity of students and staff over time.
- Finalize and maintain K-8 *Pädagogisches Konzept* to meet requirements for each grade that supports innovative education of the whole child through German immersion.

- Support school fundraising efforts by including time, talent, or treasure of all community members.

A9. Awards and Honors

Again this year, TCGIS received the MDE Finance Award.

B. Governance and Operational Elements

B1. Teacher Licensure Template

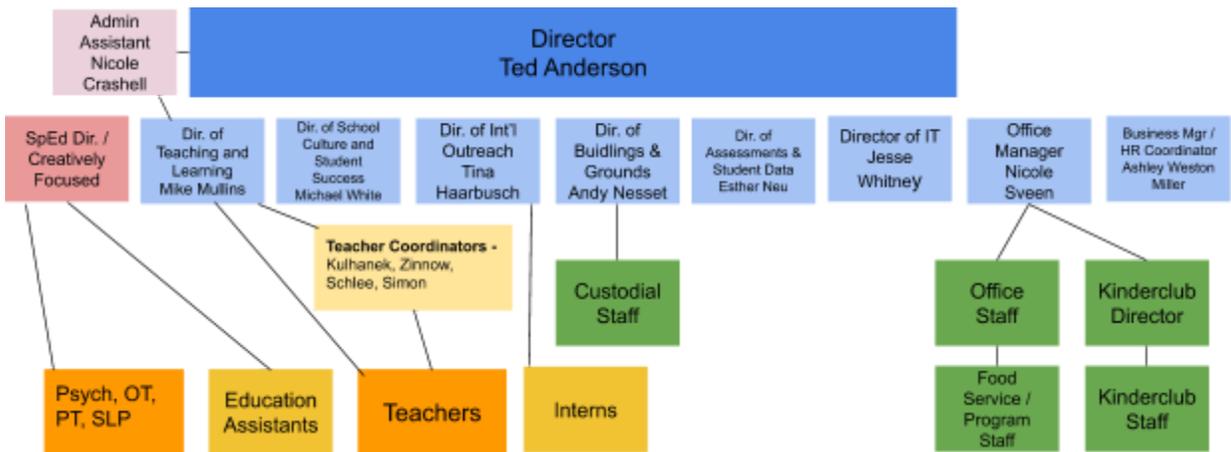
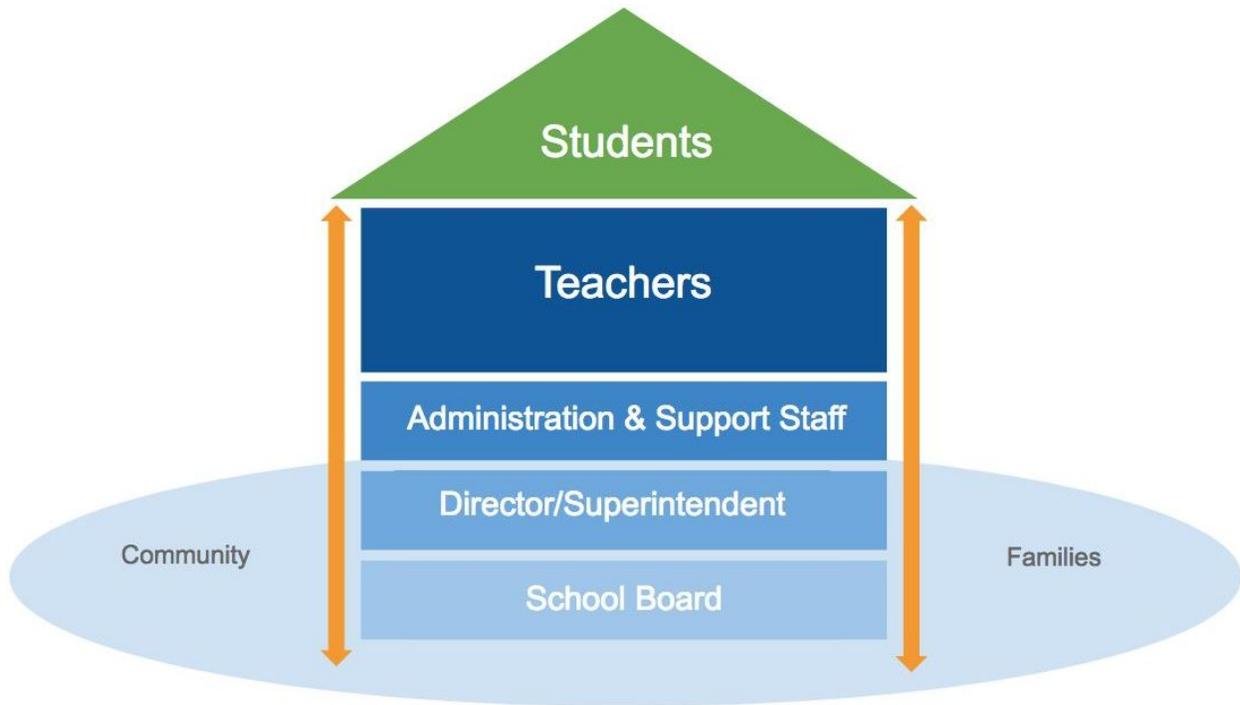
QR-2019 TCGIS Educator Licensure Template: Appendix 3 (page 26)

B2. Leadership Team

Licensed Leadership Team Members (included in B1 Template):

Last Name	First Name	File Number	Position
Anderson	Edward	370679	Executive Director
Mullins	Michael	329167	Director of Teaching and Learning

Organizational Charts:



Leadership Roles and Responsibilities:

Anderson, Ted:

Executive Director

- Building Principal & District Superintendent
- School Board Liaison

- Authorization & state compliance oversight
- Academic and operational oversight
- Administrative supervision & evaluation
- Building project oversight

Haarbusch, Tina:

Director of International Outreach

- Media Relations
- Recruiting and on-boarding new hires
- Intern program oversight
- Executive communication
- Special projects

Mullins, Michael:

Director of Teaching & Learning

- Curriculum & Instruction
- Teacher instructional support
- Vertical & horizontal alignment
- Oversees Capstone program
- Teacher supervision & evaluation
- Admin representative to Professional Development
- District Assessment Coordinator
- Student discipline

Professional development plan for school leadership:

The professional development plan for director Anderson for SY2018-2019 included:

- Director Goals
- A coaching relationship with a current superintendent which consisted of:
 - bi-monthly meetings
 - phone consults as needed

To date, there is no such plan in place for members of the administrative team.

B3. Organizational Strengths, Challenges, and Plans

In its 14th year of operation, TCGIS continued to “grow up” as a school. With three sections K-6 and two 7-8, TCGIS came one year closer to full articulation. Again, growth slowed with 34 students graduating in the spring of 2018 and 72 entering in the fall, compared to 9 graduating in 2013 and 72 entering. The school continues to work on adjusting and improving processes in the growing middle school.

While events in the classroom played out successfully and without incident, 2018-2019 brought with it substantial challenges on multiple other fronts. Most public and most constant was the conflict arising out of school plans to raze part of our building and replace it with a gymnasium and classrooms. The project was approved in the spring of 2018 and met with vocal, organized resistance from a small group of neighbors. Over the course of 2018-2019, the process became protracted as the group found allies outside the neighborhood and worked ceaselessly to prevent our plan from moving forward. They organized opposition to our site plan and started the process to have our building designated as historical in the hopes of preserving it.

Board and administration spent countless hours preparing for and attending city meetings for zoning, planning, heritage preservation and city council. Site plan approval, generally a process that takes 60 days or less was drawn out 120 plus a "time out" for the state to evaluate an Environmental Assessment Worksheet (EAW). Final site plan approval from the city council did not come until early June, concurrent with a final city council rejection of the opposition group's application for historic designation of our building.

Just days before the city council vote, the group sued the school under the state's Environmental Resources Act to block demolition. When the group could not post the multi-million dollar bond required by the court to block the project, the school moved ahead with demolition, which finally started on August 13.

The whole process placed a tremendous burden on the whole school community. Letter writing initiatives, TV coverage, protests, municipal meetings, online conflict - none of it is an expected element of running a school and the entire process took an enormous toll - both in terms of time and energy.

School operations were challenging from a staffing point of view. Two director-level administrators left in the spring: Maja Reyes, Director of Operations, and Gael Braddock, Director of HR, left in March and April. Tina Haarbush picked up most HR duties and the administration limped along to the end of the year. The school was fortunate to bring on office manager Nicole Sveen for the last weeks of the school year, Nicole Crashell as assistant to the administration in June,, and HR/Business Manager Ashley Weston Miller in July to staff the office. In addition, Kraus Anderson HR is providing contracted HR support.

In addition, in the last weeks of school, Director of Student Support Christopher McKay informed us that he would not return for the coming school year. While it was greatly appreciated that he worked through the summer to organize for succession, the timing of his resignation, along with the other challenges facing the school, led the administration to opt for an interim replacement solution. Rather than start a search for a replacement, Creatively Focused has been brought on to provide special education services and Herr McKay's other student support duties have been taken on by the remaining administrators, Michael Mullins, Ted Anderson and Michael White.

*Comment on the school's operational and governance strengths, challenges, and plans for the future.

Organizational strengths:

- Tremendous resilience shown throughout the school in response to the administrative, facilities and political challenges of 2018-2019.
- Intern program remains strong, an impressive example of educational innovation.
- Improvements in staff recruitment processes, particularly through the school's presence on the [website](#) of the Association of German Schools Abroad (*Weltverband Deutscher Auslandsschulen / WDA*), have stabilized the HR process for internationals considerably. This really strengthens our ability to deliver a strong immersion program. Despite significant turnover in the spring of 2019, all positions were filled by June. It is now common to have conversations with and applications from candidates over a year in advance.
- The TCGIS School Board continues to be healthy and effective, tackling hard problems, actively collaborating with the administration to inspire the confidence of community and staff. The construction controversy called on the whole Board to commit significant personal time to promoting and protecting the school. In particular, Board members carried the heavy load of fighting historic designation and guiding the school through the city's permitting process.
- At the end of 2018-2019, Board Chair Sam Walling stepped down and Board Member Julie Alkatout was elected our new Board Chair. The transition was smooth and collegial and the school thanks both for their impressive level of commitment and skill.
- At the close of 2018-2019 the Board moved to add two new positions, one teacher and one community member, demonstrating further its commitment to our vision of *Andere hören, andere sehen, weltoffen denken und handeln*.
- For four years, we have worked to create a more democratic and therefore more inclusive workplace. TCGIS is full of teachers who lead, staff who lead. Educator leaders work closely with the administration to improve school-wide working conditions:
 - Elementary school and middle schools each have two coordinator positions (stipended positions) that support both teachers and administration in organizational processes. The "teacher eye" for such processes is key in keeping operations running smoothly. After two full years with these positions, we continue to examine and evaluate these roles and their definitions.
 - Like schools in Germany, TCGIS has a staff council, elected by teachers, office staff, EAs to serve as both a forum for staff operational concerns and as a sounding board for administration when staff input is needed.
 - Coordinators, Staff Council members, along with Q comp coordinator, union president and teacher School Board members have worked with administration to form an extended school leadership team that concerns itself with making and keeping TCGIS a great place to work. During 2018-2019, this group proved to be

big, difficult to convene and challenging to engage in a satisfactorily efficient manner. Stakeholders are reexamining how best to streamline this work.

- TCGIS has a parent community that responds to volunteer calls, runs a vibrant PTO, maintains good relations with our teachers, attends events, attends committee meetings, reads its newsletter, runs for Board seats and donates money. Strong parent commitment has always been a key element of the school's success.
- In collaboration with staff and administration, parent leaders stepped up this year to run for the first TCGIS Parent Council, completing the array of democratically elected representative stakeholder bodies. Staff Council, Student Council and Parent Council held a very successful initial meeting with administration in May. Administration is thankful to all who led these processes and welcomes the ability to go to a council when the question arises: "What to parents/students/staff think about [issue x]?"
- On June 30, 2019, the teachers' collective bargaining agreement expired. Negotiations continued throughout the summer and in October, negotiations were concluded with membership approving the agreement and board approval coming on October 30, concurrent with approval of this report. TCGIS Board and Administration thank the teachers and Education Minnesota for a cordial, open, productive negotiations process and especially for their patience when building project needs made it difficult to schedule negotiations sessions.

Organizational challenges:

- Space remained a challenge but with the school's construction project moving forward, it will be a short-term one. Much of the last months of 2018-2019 were spent planning for the acute space needs of 2019-2020: no gym, no cafeteria. Facilities Director Andy Nessel spent considerable time prepping the dining room of the church at 1040 Como to be a temporary cafeteria.
- Staffing: TCGIS draws from such a small employee pool that make recruitment and retention a much bigger challenge than other charter schools or monolingual schools in general. A strong Minnesota economy with low unemployment rates exacerbates the situation for hourly employees such as Kinderclub and EAs, where German is a preferred, but not required skill. Comparatively low pay for teachers makes it hard to keep international staff long term, especially if they have families. Major strides in teacher recruitment have not been matched in recruitment of EAs and Kinderclub staff. Given the limited funding from the state and the lack of supplemental tax revenue, TCGIS cannot compete with traditional districts (especially SPPS) on pay. Efforts to increase funding will have to happen at the Capitol and TCGIS is committed to continue its role in this process. Participating in MACS Charter School Day at the Capitol has become an annual TCGIS tradition.
- Big school? Small school? TCGIS is also nearing the end of its growth path. 2020-2021 would have marked the first year that the school will be three classes K-8. Budget pressure and space constraints moved the administration to contract the class of 2021 to two sections, delaying the arrival at physical capacity by one year. Enrollment is

expected to top off around 620. A school that was started at a grassroots level with lots of sweat equity and commitment to an idea is now an established institution, carrying with it high expectations for all aspects of operation. The first families who committed to TCGIS in 2005 knew it would be an adventure, opting in because of commitment to German or to language. While this commitment remains prevalent among our families who come today, there is also a considerable number that chooses us for reasons of geography or overall school quality, bringing with it a different set of expectations and assumptions. Recognizing this reality, the Board has set as a goal going forward stability and sustainability.

- Transportation: Busing is expensive. Busing alleviates traffic load on our small neighborhood. Busing is a right for St. Paul families. Busing has come to be a necessity for some of our non-St. Paul families. Donations have been helpful, but the costs remain considerable.

B4. Enrollment and Attrition Trends and Processes

2018-2019 TCGIS School Enrollment and Attrition Templates: Appendix 4 (page 27)

Discussion of Enrollment and Attrition Data:

Despite more attrition at the end of 2018-2019 than in previous years, TCGIS enrollment remains strong. 10 students left during the 2018-2019 school year, with no grade losing more than 2 students. However, June/July 2019 brought the departures of 8 students from 7 families. There was no clear trend as to reasons for leaving our school. Exit interviews indicated that relocation was the most common reason, but the looming construction project, along with tense relations with the opposition group certainly played a role. The data show a school that is filling up at the top and remaining full at the bottom. With graduating class of 42 (21 + 21), 2018-2019 represented continued progress toward reaching the Board directed maximum of 24 for all classes. The retention patterns continue to hold at 90+%.

TCGIS Lottery and Enrollment Policies: Appendix 5 (page 28)

TCGIS Admission Policy: Appendix 6 (page 30)

TCGIS Enrollment Form: Appendix 7 (page 33)

B5. Community Partnerships

- [Germanic American Institute](#) - GAI founded us and remains our main ally in German learning in the Twin Cities. Leadership meets regularly at GAI's monthly Gedanken Austausch (idea exchanges). GAI coordinates with TCGIS' Capstone program for fundraising opportunities for our families. TCGIS promotes GAI events in the

Elternbrief. TCGIS and the GAI see themselves as anchor institutions for Minnesota's relationship to Germany and the German speaking world.

- [German American Chamber of Commerce](#) - GACC has welcomed TCGIS students to present annually on our Capstone program and has provided both fundraising opportunities and funds for the program. Interest in the school among GACC members remains high and TCGIS leadership works regularly with GACC to promote the school and the Chamber.
- [Concordia Language Villages](#) - In addition to the numerous TCGIS students who visit the Villages for summer experiences, each year in May TCGIS 6th graders spend a week at Waldsee for an environmental immersion experience. In addition, CLV serves as an important staff recruitment partner.
- [Hudson, WI High School, German Department](#) - Hudson HS students come yearly to visit our 1st and 2nd grades to read with the littles.
- [Global Minnesota](#) - International graduate students from around the world come to TCGIS to present to our middle school students.
- Minnesota State University, Mankato - St. Pölten (Austria) nursing co-op, health curriculum. Nursing students from Austria visit TCGIS and deliver health lessons.
- St. Paul Public Schools, Central High School - 9-12 Immersion level German program
- [St. Paul Charter School Fair](#)

B6. Board Orientation and Training

Board Member Orientation:

Newly elected Board members take the orientation classes offered by the Minnesota Association of Charter Schools (MACS), for which TCGIS receives a discount as a member school. These include courses in charter school employment, charter school finance and charter school governance. MACS also offers other trainings, as well. Several TCGIS Board members also participated in a seminar on school communications and public relations.

Statutory Board Training Requirements:

During 2018-2019, TCGIS School Board completed its annual training requirement by holding an all day retreat with former Board member and U of M leadership instructor Christine Velure Roholt.

Board secretary Gael Braddock tracked member compliance for 2018-2019.

B7. Board Membership

TCGIS Board Member Information Template: Appendix 8 (page 34)

C. Financial Elements

C1. Financial Health

Overview

Key financial highlights for the 2018-2019 fiscal period include the following:

- Total general fund revenues were expected to be approximately \$6.8m and ended the year at \$6.9m.
- Expenditures were anticipated at \$6.8m and ended at \$6.8m.
- Fund balance in the general fund was anticipated to break even but increased by \$66k to \$1.7m at 25.4%.
- The original budget was based on 575 ADM and later revised to account for 580 ADM. Actual year-end ADMs are just over 582 ADM.
- At year-end, cash on hand was over 69 days of expenditures.
- Current enrollment (as of 10/5/2019) is 585
- The school spent FY18-19 year working on the construction details of a portion of the building. The school was able to issue bonds in September 2019 and start construction.

Audit Results

Twin Cities German Immersion School has received a clean audit and Minnesota Department of Education's finance award for the last several years. Twin Cities German Immersion School's audit for the 18-2019 school year is not yet complete as of the writing of this report.

- The firm of ABDO Eik and Meyer is conducting the audit.
- Final audited financial statements are expected to be completed by October 30, 2019.
- The school is expecting an unqualified opinion on the financial statements.
- No material weaknesses or audit findings are expected from the FY19 audit.

2019-20 School Finances

Twin Cities German Immersion School's operations are expected to remain stable in FY20, enrollment will remain stable as construction on the new building takes place, near 600 ADM.

Key financial highlights for the 2019-2020 fiscal period include the following:

- Total General Fund revenues and expenditures are expected to be approximately \$7.1m with revenues slightly exceeding expenditures.
- The expected fund balance for all operating funds is projected to be near \$2m, or 25.7% of all expenditures.

Current Enrollment Figures 2019-2020

As of October 24, 2019

Grade	Number of Students
Kindergarten	72
First	72
Second	72
Third	75
Fourth	67
Fifth	68
Sixth	62
Seventh	48
Eighth	49
Total	585

ADM Comparison

End of 2017-2018:

Enrollment Table 2017-2018
As of June 22, 2018

Grade	Number of Students
Kindergarten	73
First	75
Second	74
Third	74
Fourth	69
Fifth	61
Sixth	52
Seventh	45
Eighth	34
TOTAL	557

Beginning of 2018-2019:

**Enrollment Table 2018-2019
As of August 13, 2018**

Grade	Number of Students
Kindergarten	72
First	72
Second	74
Third	74
Fourth	74
Fifth	68
Sixth	58
Seventh	51
Eighth	44
TOTAL	587

End of 2018-2019:

**Enrollment Table 2018-2019
As of May 29, 2019**

Grade	Number of Students
Kindergarten	72
First	72
Second	74
Third	74
Fourth	74
Fifth	67
Sixth	56
Seventh	51
Eighth	42
TOTAL	582

Current Budget

2019-2020 Board Approved Budget: Appendix 9 (page 36)

Budget Projections

Five-Year Budget Outlook: Appendix 10 (page 44)

C2. Internal Controls and Board Oversight

Internal financial controls include accountant oversight (BerganKDV), business manager review, and director approval of all expenditures. In addition, monthly finance committee meetings

provide the opportunity to discuss and plan budgeting processes. Finance committee meetings are always attended by the school's accountant, director and finance chair. 2-3 parents are also generally in attendance. The committee reviews monthly financial statements, including the working budget.

C3. Awards and Honors

MDE Finance Award

Appendices

Appendix 1: TCGIS 2019-2020 Assessment Data

Minnesota Comprehensive Assessment Tests (MCAs)											
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Grade 3 Reading	82%	84%	80%	97%	72%	81%	76%	73.90%	57.60%	66.20%	42.50%
Grade 3 Math	100%	94%	56%	91%	88%	91%	93%	79.40%	59.70%	72.50%	63.10%
Grade 4 Reading	81%	80%	96%	84%	84%	86%	91%	77.30%	77.80%	65.10%	80.60%
Grade 4 Math	86%	95%	90%	78%	88%	95%	96%	77.80%	77.80%	72.80%	70.80%
Grade 5 Reading	N/A	88%	95%	96%	74%	94%	85%	95.60%	91.30%	74.60%	77%
Grade 5 Math	N/A	65%	55%	91%	52%	94%	70%	93.30%	87.20%	71.20%	46.20%
Grade 5 Science	N/A	59%	59%	92%	81%	100%	95%	93.30%	95.80%	96.60%	79.70%
Grade 6 Reading	N/A	N/A	94%	85%	88%	93%	94%	92.10%	93.40%	91.70%	82.50%
Grade 6 Math	N/A	N/A	56%	85%	92%	82%	83%	81.10%	82.60%	72.40%	68.40%
Grade 7 Reading	N/A	N/A	N/A	100%	73%	96%	93%	85.30%	87.90%	86%	82.90%
Grade 7 Math	N/A	N/A	N/A	62%	91%	100%	70%	82.40%	91.00%	81.40%	78.30%
Grade 8 Reading	N/A	N/A	N/A	N/A	89%	91%	95%	92.30%	90.70%	93.80%	92.70%
Grade 8 Math	N/A	N/A	N/A	N/A	50%	100%	100%	80%	81.30%	93.50%	82.90%
Grade 8 Science	N/A	N/A	N/A	N/A	56%	73%	81%	85.60%	78.80%	77.40%	82.90%

Student Oral Proficiency Assessment											
Test in April each year. Expected achievement level: 95% of all students at intermediate or											
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Grade 2 listening	97%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Grade 2 speaking	93%	100%	100%	100%	100%	100%	100%	100%	100%	100%	98%

Internationale Vergleichsarbeit A1 ("International Test of Comparison")					
Test in March each year. Expected achievement level: 95% overall (from SOPA)					
	2015	2016	2017	2018	2019
Grade 3 reading - % points achieved by cohort	61%	100%	86%	93%	89%
Grade 3 writing - % points achieved by cohort	76%	92%	94%	93%	83%
Grade 3 listening - % points achieved by cohort	94%	100%	99%	99%	95%
Grade 3 speaking - % points achieved by cohort	88%	96%	96%	93%	91%

Internationale Vergleichsarbeit A2 ("International Test of Comparison")											
Test in March each year. Expected achievement level: 95% passing rate overall.											
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
5th grade reading - % points achieved by cohort	N/A	83%	97%	97%	100%	97%	97.50%	98%	100%	97%	89%
5th grade writing - % points achieved by cohort	N/A	67%	76%	97%	97%	97%	97.50%	98%	100%	74%	79%
5th grade listening - % points achieved by cohort	N/A	81%	88%	100%	100%	100%	97.50%	96%	100%	97%	88%
5th grade speaking - % points achieved by cohort	N/A	91%	91%	100%	97%	97%	93%	95%	100%	97%	92%
5th grade overall - % of students passing	N/A	94%	100%	100%	97%	97%	93%	93%	100%	81%	67%

Deutsches Sprachdiplom DSD I											
Test in March each year. Expected achievement level: 95% passing rate overall.											
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
8th grade reading - % points achieved by cohort	N/A	N/A	N/A	N/A	100%	91%	100%	100%	100%	94%	98%
8th grade writing - % points achieved by cohort	N/A	N/A	N/A	N/A	89%	64%	95%	90%	100%	76%	90%
8th grade listening - % points achieved by cohort	N/A	N/A	N/A	N/A	100%	100%	100%	100%	100%	94%	100%
8th grade speaking - % points achieved by cohort	N/A	N/A	N/A	N/A	100%	91%	100%	100%	100%	97%	98%
8th grade overall - % of students passing	N/A	N/A	N/A	N/A	89%	64%	95%	88%	100%	68%	86%

Appendix 2: TCGIS 2019-2020 Assessment Calendar

3th MCA Testing				
Reading	Date	Weekdays	Time	Where
3A	3/9/20-3/10/20	Monday, Tuesday	9:10-10:55	116
3B	3/9/20-3/10/20	Monday, Tuesday	9:10-10:55	118
3C	3/9/20-3/10/20	Monday, Tuesday	9:10-10:55	119
Math	Date	Weekdays	Time	Where
3A	4/20/20-4/21/20	Monday, Tuesday	9:10-10:55	116
3B	4/20/20-4/21/20	Monday, Tuesday	9:10-10:55	118
3C	4/20/20-4/21/20	Monday, Tuesday	9:10-10:55	119
subject to change				

4th MCA Testing				
Reading	Date	Weekdays	Time	Where
4A	3/11/20-3/12/20	Wednesday, Thursday	9:10-10:55	106
4B	3/11/20-3/12/20	Wednesday, Thursday	9:10-10:55	104
4C	3/11/20-3/12/20	Wednesday, Thursday	9:10-10:55	108
Math	Date	Weekdays	Time	Where
4A	4/23/20-4/24/20	Thursday, Friday	9:10-10:55	106
4B	4/23/20-4/24/20	Thursday, Friday	9:10-10:55	104
4C	4/23/20-4/24/20	Thursday, Friday	9:10-10:55	108
subject to change				

5th MCA Testing				
Reading	Date	Weekdays	Periods	Where
5A	3/18/20	Wednesday	1-6 (early release)	302
5B	3/18/20	Wednesday	1-6 (early release)	310
5C	3/18/20	Wednesday	1-6 (early release)	316
Math	Date	Weekdays	Periods	Where
5A	4/15/20	Wednesday	1-6 (early release)	302
5B	4/15/20	Wednesday	1-6 (early release)	112
5C	4/15/20	Wednesday	1-6 (early release)	316
Science	Date	Weekdays	Periods	Where
5A	3/30/20-3/31/20	Monday, Tuesday		2 302
5B	3/30/20-3/31/20	Monday, Tuesday		2 112
5C	3/30/20-3/31/20	Monday, Tuesday		2 316
subject to change				

6th MCA Testing				
Reading	Date	Weekdays	Periods	Where
6A	3/18/20	Wednesday	1-6 (early release)	318
6B	3/18/20	Wednesday	1-6 (early release)	300
6C	3/18/20	Wednesday	1-6 (early release)	314
Math	Date	Weekdays	Periods	Where
6A	4/15/20	Wednesday	1-6 (early release)	318
6B	4/15/20	Wednesday	1-6 (early release)	300
6C	4/15/20	Wednesday	1-6 (early release)	314
subject to change				

7th MCA Testing				
Reading	Date	Weekdays	Periods	Where
7A	3/18/20	Wednesday	1-6 (early release)	311
7B	3/18/20	Wednesday	1-6 (early release)	318
Math	Date	Weekdays	Periods	Where
7A	4/15/20	Wednesday	1-6 (early release)	101
7B	4/15/20	Wednesday	1-6 (early release)	301
subject to change				

8th MCA Testing				
Reading	Date	Weekdays	Periods	Where
8A	3/18/20	Wednesday	1-6 (early release)	315
8B	3/18/20	Wednesday	1-6 (early release)	312
Math	Date	Weekdays	Periods	Where
8A	4/15/20	Wednesday	1-6 (early release)	311
8B	4/15/20	Wednesday	1-6 (early release)	316
Science	Date	Weekdays	Periods	Where
8A	3/30/20-3/31/20	Monday, Tuesday	4	311
8B	3/30/20-3/31/20	Monday, Tuesday	4	316
subject to change				

Appendix 3: QR-2019 TCGIS Educator Licensure Template

District Number	School Name	Teacher Name	File #	Subject Taught	Grade(s) Taught	SY2019 (Yes, No)	Status SY2020 Yes-Returning No-Not Returning	Additional Notes
4152-07	Twin Cities German Immersion School	Albers, Emily	180100	English	4	Yes	Yes	
4152-07	Twin Cities German Immersion School	Anderson, Edward	370679	Administration		Yes	Yes	Executive Director
4152-08	Twin Cities German Immersion School	Bergman, Ellen	995793	Drama	4-8	No	No	
4152-08	Twin Cities German Immersion School	Bilbro, Rebecca	489881	Technology	3,4,5,6,7,8	Yes	Yes	
4152-08	Twin Cities German Immersion School	Carroll, Emma	514856	Visual Art	6,7,8	No	No	
4152-08	Twin Cities German Immersion School	Cornell, Roxanne	327955	Math Intervention	5,6,7,8	Yes	Yes	
4152-07	Twin Cities German Immersion School	Dahl, Jon	496832	Drama	4,5,6,7,8	Yes	New	
4152-08	Twin Cities German Immersion School	Domínguez, Támara	514696	Spanish	7,8	Yes	New	
4152-08	Twin Cities German Immersion School	Dornemann, Nico	515408	Special Education	K,1,2,3,4	Yes	New	
4152-07	Twin Cities German Immersion School	Eberhard, Kevin	1001276	Social Studies, German	5,6, 8	Yes	Yes	
4152-07	Twin Cities German Immersion School	Erwin, Diana		Behavior Intervention	K-8	Yes	New	working on credentialing
4152-08	Twin Cities German Immersion School	Fankhanel, Marty	464231	German, Spanish	7,8	No	No	
4152-07	Twin Cities German Immersion School	Flavell, Merryn	326262	Reading Intervention	5,6,7,8	Yes	New	
4152-08	Twin Cities German Immersion School	Gale, Liane	476935	In House Substitute	K-8	No	No	
4152-08	Twin Cities German Immersion School	Goetzelt, Sissy	515458	Elementary School	1	Yes	Yes	
4152-08	Twin Cities German Immersion School	Grohme, Julia	512073	P.E.	4,5,6,7,8	No	No	
4152-08	Twin Cities German Immersion School	Hall, Suzanne	479834	Performing Arts	K,1,2,3,	Yes	Yes	
4152-07	Twin Cities German Immersion School	Hayes, Alisha	1001268	Elementary School	K	Yes	New	
4152-07	Twin Cities German Immersion School	Heimerl, Landyn	1002007	Elementary School	K	Yes	New	
4152-07	Twin Cities German Immersion School	Henry, Mary	443324	Fine Art	4,5,6,7,8	Yes	New	
4152-08	Twin Cities German Immersion School	Horstmann, Teda	515459	P.E.	4,5,6,7,8	Yes	New	
4152-07	Twin Cities German Immersion School	Jacobs, Catie	481785	English	7,8	Yes	Yes	
4152-07	Twin Cities German Immersion School	Joswig, Jasmin	515460	German	7,8	Yes	New	
4152-07	Twin Cities German Immersion School	Kaary, Kathryn	404724	Speech Pathologist	K-8	Yes	Yes	
4152-07	Twin Cities German Immersion School	Kile, Anna	411821	Special Education	K, 1,2,3,4	Yes	Yes	
4152-08	Twin Cities German Immersion School	Klarman, Andrew	458664	Elementary School	4	No	No	
4152-08	Twin Cities German Immersion School	Koch, Wolfgang	514704	Elementary School	4	Yes	Yes	
4152-07	Twin Cities German Immersion School	Koepke, Emily	502776	Special Education	5,6,7,8	Yes	Yes	
4152-07	Twin Cities German Immersion School	Krug, Anke	514783	Elementary School	1	Yes	Yes	
4152-07	Twin Cities German Immersion School	Kulhanek, Kim	473465	Elementary School	3	Yes	Yes	
4152-07	Twin Cities German Immersion School	Lenburg, Amy	399046	Art	K-3	Yes	Yes	
4152-08	Twin Cities German Immersion School	Ludwig, Katja	996291	Special Education	5,6,7,8	No	No	
4152-07	Twin Cities German Immersion School	Lynham, Kristin	477443	Special Education	5,6,7,8	Yes	Yes	
4152-08	Twin Cities German Immersion School	Maslofski, Nina	515475	Elementary School, P.E	3, 2	Yes	New	
4152-08	Twin Cities German Immersion School	Meinert, Joseph	995790	Elementary School	4	No	No	
4152-08	Twin Cities German Immersion School	Mekacher, Stefanie	997200	Elementary School	2	No	No	
4152-07	Twin Cities German Immersion School	Morrissey, Melissa	444717	Math	5,6	Yes	Yes	
4152-07	Twin Cities German Immersion School	Mueller, Claudia	515476	Elementary School	4	Yes	New	
4152-08	Twin Cities German Immersion School	Mueller, KT		Drama	7,8	No	No	
4152-07	Twin Cities German Immersion School	Mullins, Michael	329167	Administration		Yes	Yes	
4152-08	Twin Cities German Immersion School	Neubauer, Kane	511723	Elementary School	3	No	No	
4152-08	Twin Cities German Immersion School	Nieters, Jennifer	405382	Elementary School	K	No	No	
4152-07	Twin Cities German Immersion School	Peterson, Michael	515351	Special Education	K,1,2,3,4	Yes	Yes	
4152-07	Twin Cities German Immersion School	Pfaller, Maria	515573	Elementary School, P.E	4, 3	Yes	Yes	
4152-07	Twin Cities German Immersion School	Prater, Chad	480380	Math	7,8	Yes	Yes	
4152-08	Twin Cities German Immersion School	Richmond, Jacob	496662	P.E.	2,3	No	No	
4152-07	Twin Cities German Immersion School	Sanford, Ginger	440677	English	3	Yes	Yes	
4152-08	Twin Cities German Immersion School	Schecker, Susann	511718	Science	5,8	Yes	Yes	
4152-08	Twin Cities German Immersion School	Schlee, Rachael	478312	English	5,6	Yes	Yes	
4152-08	Twin Cities German Immersion School	Schmitt, Maike		Spanish	7,8	No	No	
4152-07	Twin Cities German Immersion School	Scholtz, Heidi	341798	German	5,6	Yes	Yes	
4152-08	Twin Cities German Immersion School	Schoppa, Saria	515474	Elementary School	3	Yes	Yes	
4152-08	Twin Cities German Immersion School	Seiwald, Christina		Elementary School	3	No	No	
4152-07	Twin Cities German Immersion School	Simon, Beate	514781	German	7,8	Yes	Yes	
4152-08	Twin Cities German Immersion School	Stephenson, Scot	397485	Math Intervention	K,1,2,3,	Yes	Yes	
4152-07	Twin Cities German Immersion School	Stillwell, Evelyn	482253	Science	6,7	Yes	Yes	
4152-08	Twin Cities German Immersion School	Stoelze, Sebastian		German	7,8	No	No	
4152-07	Twin Cities German Immersion School	Stolzenbach, Juliane	1001307	Elementary School	2	Yes	Yes	
4152-07	Twin Cities German Immersion School	Tabisz, Christopher	514786	Social Studies	5,6	Yes	Yes	
4152-08	Twin Cities German Immersion School	Taulbee, Joshua	199810	Special Education	K,1,2,3,4	No	No	
4152-08	Twin Cities German Immersion School	Thies, Sarah	505009	Elementary School	K	Yes	Yes	applied for out of field license
4152-07	Twin Cities German Immersion School	Uitto, Gabriele	515472	Elementary School	2	Yes	Yes	
4152-08	Twin Cities German Immersion School	Van Gerpen, Laura	483354	Elementary School	3	No	No	
4152-07	Twin Cities German Immersion School	Walter, Charlotte	515707	Elementary School	1	Yes	New	
4152-08	Twin Cities German Immersion School	White, Michael	340461	Technology	K,1,2	Yes	Yes	
4152-07	Twin Cities German Immersion School	Zinnow, Katrin	514784	Elementary School	2	Yes	Yes	

Appendix 4: 2018-2019 TCGIS Enrollment and Attrition Templates

School Enrollment Trends Template

This table identifies the number of students enrolled at the school during the 2013-2014, 2014-2015, 2015-2016, and 2017-2018 school years, as well as projected enrollment for the 2018-2019 school year. Data is based on October 1 Average Daily Membership (ADM) as reported to the Minnesota Department of Education. Please also include the second chart below regarding student attrition.

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total Enrollment
2014-2015	70	70	71	49	46	41	35	27	22					431
2015-2016	70	70	72	70	47	45	37	34	26					471
2016-2017	72	76	73	70	65	52	45	35	32					520
2017-2018	72	76	74	74	69	61	52	45	35					558
2018-2019	72	72	74	75	74	68	58	51	43					587
2019-2020	70	73	71	75	68	69	62	47	49					584

2018-19 Student Attrition Template

Grade	Number of students who enrolled in the school on or before Oct 1	Number of students who enrolled After Oct 1	Number of students who left after Oct 1	Number of students enrolled at the close of the school year	Number of students that remained enrolled in the school for the full year
PK					
K	72	1	1	72	66
1	72	2	2	72	68
2	74	0	0	74	67
3	74	0	1	74	69
4	74	0	1	74	70
5	68	0	1	67	63
6	58	0	2	56	56
7	51	0	0	51	49
8	44	0	2	42	42
9					
10					
11					
12					

Appendix 5: TCGIS Lottery and Enrollment Processes

TCGIS Lottery Process 2018–19

On February 15, 2019, following the close of the open enrollment period on February 07, 2018 for the 2019–20 school year, Twin Cities German Immersion School (TCGIS) will hold an electronic lottery to place timely applicants on randomized waiting lists for the following school year by grade. Offers for enrollment for available spots in classrooms are made to applicants in late February based on the resulting grade-level waiting list order, first to siblings of currently enrolled TCGIS students, then to children of current TCGIS staff, and finally to general applicants.

Open Enrollment Period

The open enrollment period for the 2019-20 school year will run from October 15, 2018 through February 07, 2019 at 4:00pm. Applications received during this time period will be included in the electronic grade-level lotteries that will take place on February 15, 2019 at 9:00am. These lotteries will produce grade-level waiting lists. Applications received after the enrollment period deadline will be placed at the bottom of the appropriate grade-level waiting list in the order of which they are received.

Lottery Procedure

TCGIS will hold up to three lotteries per grade, K–8, beginning with Grade 8 based on timely applications* received:

1. TCGIS sibling-applicant lottery
(All siblings are automatically admitted, if there are more seats available than sibling applications received)
2. TCGIS staff-child lottery
(All staff-children are automatically admitted, if there are enough seats available after all siblings have been admitted)
3. General applicant lottery
(All new applicants are automatically admitted, if there are enough seats for ALL new applicants. If the number of applicants exceeds the number of available seats, a public lottery will be held to determine which applicants are admitted.)

The TCGIS 2019–20 lotteries will be conducted using a randomizing formula in Google Sheets for each of the grade-levels containing on-time 2019–20 applications. The electronically randomized lists will become the waiting list for each grade, with the randomized list of siblings for a given grade being placed in the first places on the waiting lists, the randomized list of staff-children being placed immediately following the sibling applicants, and the randomized list of general applicants being placed immediately following the staff-children applicants.

([Minnesota Statute 124E.11](#) - Charter School Admission Requirements and Enrollment)

Offers of Enrollment and Waiting Lists

Once all lotteries have taken place, all waiting lists have been generated, and enrollment offer indication/databases have been populated for each grade based on places available in classrooms, all

families will receive a letter informing them about the lottery result for their application. Offer letters will be sent to all applicant families in late-February indicating that they have been offered a place in a classroom at TCGIS for the following school year. The time period a family has to accept or decline an offer of enrollment is stated in the offer letter.

All applicant families that have been placed on the waiting list for the grade to which they have applied for, are welcome to contact TCGIS via telephone or email to request an update of their current place on the waiting list.

Note that a failure to respond to an enrollment offer within the set response time constitutes a declination of the offer.

TCGIS waiting lists do not carry over from year to year. If a child does not receive a place at TCGIS for the school year to which they are applying and they remain interested in the school, a new application has to be submitted during the next open enrollment period to be included in the grade-level waiting list lotteries for the following or another subsequent school year.

Application and Lottery Timeline for 2019–20

The timeline for on-time applications, lotteries, and the lottery mailing for the 2019–20 school year is as follows:

October 15, 2018: Applications for the 2018–20 TCGIS school year are posted in the Prospective Parent section of the TCGIS website and in the school’s Main Office.

February 07, 2019: On-time application deadline for 2019–20. Applications received after the deadline will be placed at the bottom of the appropriate grade-level waiting list.

February 15, 2019: Grade-level lotteries for the 2019–20 school year will be held at 9:00am. Families of applicants will receive notification in the week following the lottery indicating their child’s place on the waiting list or that their child is being offered a place at the school.

**Applications are considered on-time/timely during the "Enrollment Period" (2019-20: October 15, 2018 – February 07, 2019 at 4:00pm); it does not matter when in that time period the application was received.*

Appendix 6: TCGIS Admission Policy

Policy 509.1
Approved: 2/23/17
Approved: 5/24/2017

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

509.1 Enrollment Policy - Standard Enrollment

I. Enrollment Eligibility:

Enrollment in Twin Cities German Immersion School (TCGIS) is open to any child who resides in a Minnesota school district. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation, age, family-care leave status or veteran status. It does not discriminate in administration of its educational policies, administrative policies, or other school-administered programs.

II. Class Size Policy:

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

III. Knowledge of German Language:

German language proficiency is not a legal requirement to enroll at Twin Cities German Immersion School. German Language Proficiency is a skill that can benefit students of all abilities and the school encourages parents of all students to consider whether the immersion setting is right for their child. Research has shown that second language proficiency has a positive effect on first language skill development and that immersion students perform as well as or better than students in a monolingual setting. Twin Cities German Immersion School believes that German proficiency can benefit every student, including students with disabilities. Twin Cities German Immersion School's special education department provides services intended to enable all students to succeed in both immersion and English language settings. To ensure success in our program, we highly recommend that children enrolling after the first 5 weeks of first grade and above have knowledge of the German language at a level approximating that of their classmates. An informal interview may be held with the director, or other person designated by the director, to establish their level of proficiency in German prior to enrolling. If a

child's German proficiency is significantly below that of same-age peers, we will advise parents of opportunities to bring the child's proficiency to a comparable level.

Age Requirements

Any child who will be five years old by September 1 of the school year in which enrollment is sought is eligible to enroll in the Kindergarten program at Twin Cities German Immersion School.

For higher grades, the same standard of a child being 5 years old by September 1 of the year their grade level peers entered Kindergarten will determine enrollment qualification. If there is no waitlist for a higher grade levels, the early admission policy standards will apply.

Enrollment Process for New Students:

Enrollment opens each fall for the following academic year. The enrollment form is available by request or can be downloaded beginning October 15 of each year and must be submitted by the application deadline set in mid-February for the subsequent school year. The enrollment form **must** be physically received by the front office by way of fax, electronic scan or hand-delivery by 4:00pm of the application deadline date.

If there are more enrollments than openings in any given class, Twin Cities German Immersion School will hold a public lottery. Parents/guardians **must** submit an enrollment form to the school by 4:00pm of the application deadline date in order for a child to be eligible for the lottery.

Enrollment and any necessary grade level lotteries will begin with grade 8 and move down. If a child is enrolled at the higher grades, siblings of that child and any foster children of that child's parents, will automatically qualify for sibling preference enrollment in the lower grade levels. Twin Cities German Immersion School will maintain a waiting list for every grade level in which there are more students than available spots for the subsequent school year.

For Kindergarten, names will be assigned to the following preference categories:

Preference level 1: Siblings and foster children of currently enrolled TCGIS students' parents who will be 5 years old by September 1 of the school year for which they are enrolling. These students will be given enrollment preference and the number of available kindergarten places will be reduced by the number of children in this category. If the number of children in this category exceeds the number of available kindergarten places, a lottery will be held.

Preference Level 2: Any students who will be 5 years old by September 1 of the school year for which they are enrolling whose parent is or will be on staff for the subsequent school year. These students will be given enrollment preference and the number of available kindergarten places will be reduced by the number of children in this category. If the number of children in this category exceeds the number of available kindergarten places, a lottery will be held.

Preference level 3: Any students who will be 5 years old by September 1 of the school year for which they are enrolling and have completed the enrollment form. If there are multiple students in this category, students will be put into a lottery and selected at random for enrollment. A wait list will be established according to a random lottery drawing after all available spots have been filled.

Preference level 4: Any students who will be 5 years old by October 15 of the school year for which they are enrolling whose sibling has been admitted to TCGIS for the upcoming school year, whether through general admission or via lottery. These students will be admitted after meeting the criteria required in the Early Admissions Policy of the school. If there are no spots available due to preferences 1-3 creating a wait list, a lottery will be held at random for these students who will be placed at the end of the previously established waitlist.

In the event that there is one opening in a given class and the next two or more children on the waiting list for that same class are siblings (possibly, but not limited to twins), all sibling children will be admitted and the class size will be increased over the limit **only** to accommodate these siblings. No other children will be admitted from the waiting list until the class size drops to one below the limit. If the sibling is on the waiting list for a different class, they remain on the waiting list until a spot opens up.

Appendix 8: Board Member Information Template

Board Member Information Template

Please include information for current and prior year members.

Due to the requirement for ongoing training in the three areas, please include training information for each member each year.

JUNE 2019 (OUTGOING)

Name	Date Seated	Term End Date	Position	Type	Expertise	Email	Telephone	Attendance Rate	Board Trainings: Date Completed, Topic and Trainer			
									Governance	Employment	Financial Mgmt	Annual Ongoing Training
Kelly Laudon	06/16	06/19	Secretary	Parent	Attorney	klaudon@tcgis.org	612-822-4075		02/14	02/14	02/14	11/17
Mike Campbell	06/15	06/18	Not listed	Community Member		mcampbell@tcgis.org						
Kristin Helling	06/16	06/19	Not listed	Parent	Business Consultant	khelling@tcgis.org	612-867-7738		06/15	06/15	06/15	11/17
Jenneke Oosterhoff	06/15	06/18	Not listed	Community member	University Instructor, German Dept.	joosterhoff@tcgis.org			06/15	06/15	06/15	11/17
Nic Ludwig	10/16	06/17	Facilities Cmte Chair	Parent	Facilities, Business Mgmt.	nludwig@tcgis.org	612-701-8990		03/17	03/17	03/17	11/17
Sam Walling	06/17	06/19	Chair	Parent	Attorney, Finance	swalling@tcgis.org	612-703-4451		04/17	04/17	04/17	11/17
Dianne Bell	05/17	06/20	Fundraising & Devel Cmte Chair	Parent	Business, Finance	dbell@tcgis.org	612-554-1331		10/17	10/17	10/17	11/17
Stephanie Forsland	06/17	06/20	Governance Chair	Parent	Educator, Governance	sforsland@tcgis.org	612-207-7574		11/17	06/17	11/17	11/17
Julie Alkatout	06/18	06/21	Vice Chair	Parent		jalkatout@tcgis.org						

Board Member Information Template

Please include information for current and prior year members.

Due to the requirement for ongoing training in the three areas, please include training information for each member each year.

JULY 2019 (INCOMING)

Name	Date Seated	Term End Date	Position	Type	Expertise	Email	Telephone	Attendance Rate	Board Trainings: Date Completed, Topic and Trainer			
									Governance	Employment	Financial Mgmt	Annual Ongoing Training
Julie Alkatout	06/18	06/21	Chair	Parent	Business Mgmt., Science & Tech., Strategy Devel.	jalkatout@tcgis.org			06/18	02/19	02/19	12/18
Stephanie Forsland	06/17	06/20	Vice Chair, Governance Chair	Parent	Educator, Governance	sforsland@tcgis.org	612-207-7574		11/17	06/17	11/17	12/18
Dianne Bell	05/17	06/20	Fundraising & Devel Cmte Chair	Parent	Business, Finance	dbell@tcgis.org	612-554-1331		10/17	10/17	10/17	12/18
Lisa Linnell	06/19	06/22	Administrative Liaison Cmte Chair	Parent	Comms., Advocacy, Governance	llinnell@tcgis.org			06/19	06/19	09/19	08/19
Rich Iwen	06/19	06/22	Secretary	Parent	Analysis, Marketing	riwen@tcgis.org			06/19	06/19	09/19	08/19
Nic Ludwig	10/16	06/17	Facilities Cmte Chair	Parent	Facilities, Business Mgmt.	nludwig@tcgis.org	612-701-8990		03/17	03/17	03/17	12/18
Christopher Tabisz	07/18	06/20	Teacher Board Member	Teacher	Educator	ctabisz@tcgis.org			N/A	02/19	N/A	12/18
Richard Heid	07/19	06/22	Treasurer, Finance Cmte Chair	Parent	Analysis, Economics, Compliance	rheid@tcgis.org			09/19	09/19	09/19	08/19

Appendix 9: 2019-2020 Board Approved Budget

Twin Cities German Immersion School
 FY19 Revised & FY20 Original Budgets

	\$ 56,614	\$ 65,085
	Final FY19 Budget	Original FY20 Budget
	2018-2019	2019-2020
Enrollment Projections		
Grade K	72.00	72.00
Grade 1	72.00	72.00
Grade 2	73.00	72.00
Grade 3	73.00	72.00
Grade 4	73.00	72.00
Grade 5	67.00	72.00
Grade 6	57.00	66.00
Grade 7	50.00	54.00
Grade 8	43.00	48.00
Total Number of Students/ADMs	580.00	600.00
Total Number of Pupil Units	598.60	620.40
		20.00
	<i>Change in enrollment</i>	3.4%

State Revenue Assumptions

General Education Revenue

State Averages Per Pupil Unit

Inflation Rate Assumption - Basic only

	\$ 6,312	\$ 6,438
	2.00%	2.00%
Basic Excluding Transportation	6,017.86	6,138.22
Gifted and Talented	13.00	13.00
Sparsity	29.80	30.16
Operating Capital	226.59	226.56
Equity	117.35	118.92
Referendum	137.00	137.00
Transportation	294.14	300.02
Total Per Pupil Unit, Gen Ed	6,836	6,964
Total General Education State Revenue	4,091,874	4,320,391

	Final FY19 Budget 2018-2019	Original FY20 Budget 2019-2020
Free	4%	4%
Reduced	3%	4%
Compensatory Revenue	<u>Actual</u>	<u>Actual</u>
A: Number of Students prior yr	559	586
B: Number of Free Lunch Students PY	23	25
C: Number of Reduced Lunch Students PY	16	22
D: Adjusted Counts = 100% Free, 50% Reduced - (A)	31	36
E: Concentration Portion	6%	6%
F: Concentration Factor (lessor of 1 or Conc. portion/.8)	7%	8%
G: PU = .6 * D * F	1.29	1.66
Allowance	5,473	5,582
H: Initial Revenue	7,061	9,260
I: Short Year Factor	1	1
Compensatory State Revenue	<u>7,061</u>	<u>9,260</u>

LEP (Limited English Proficiency) State Aid		
Prior Year LEP Eligible ADM	8.0	10.0
Current Year LEP Eligible ADM	10.0	16.0
ADM Served	580.0	600.0
Adjusted LEP ADM	10.0	16.0
LEP Marginal Cost Pupils	20.0	20.0
LEP Revenue	<u>14,000</u>	<u>14,000</u>
Concentration Portion	0	0
Contraction Factor	0	0
LEP Pupil Units	1	4
LEP Concentration Revenue	<u>375</u>	<u>928</u>
Total LEP Aid	<u>\$ 14,375</u>	<u>\$ 14,928</u>

TRA Pension Adjustment	<u>Estimate</u>	<u>Estimate</u>
Prior Year TRA Salaries	\$ 2,276,469	\$ 2,321,998
TRA reimbursement rate	0.21%	0.21%
Total TRA Pension Revenue	<u>\$ 4,781</u>	<u>\$ 4,876</u>

Alternative Comp Revenue	<u>Actual</u>	<u>Actual</u>
Pupil Units	559	580
Allowance	\$ 251.64	\$ 252.53
Alternative Comp Allowance	<u>140,667</u>	<u>146,467</u>
Proration Factor	<u>98.8%</u>	<u>100.0%</u>
Prorated Alt Comp/Q-Comp	<u>138,951</u>	<u>146,467</u>

	Final FY19 Budget 2018-2019	Original FY20 Budget 2019-2020
Building Lease Aid		
Total Lease Cost	\$ 873,956	\$ 994,889
Aid at 90% of Lease	786,560	895,400
Aid at \$1,314 per pupil unit	786,560	815,206
Lesser of \$1,314/p.u. or 90% of lease	786,560	815,206
Estimated Proration of Lease Aid	100.0%	100.0%
Total Prorated Building Lease Aid	\$ 786,560	\$ 815,206
Lease Aid Revenue per pupil unit (before proration)	1,314	1,314

Building Lease Aid Analyticals:

Lease Aid Rev that would need to be generated to cover expense at 90%. Max per Statute is \$1,314

How many more PU would we need to maximize lease aid?

\$ 1,314	\$ 1,314
0	(61)

Long-Term Facilities Maintenance Aid		
Allowance per pupil unit	\$ 132	\$ 132
Total LT Facilities Maintenance Aid	79,015	81,893
Estimated Proration of LTFMA	99.0%	100.0%
Total Prorated LTFMA Revenue	\$ 78,225	\$ 81,893

Special Education Revenue		
Special Education Expenditures	1,207,316	1,193,693
Special Education Estimated Proration	6%	6%
State Special Education Aid	1,134,877	1,122,071
Gen Ed Portion	72,439	71,622

Revenue Summary and Projections

State Aids

General Education Revenue	4,091,874	4,320,391
LEP Revenue	14,375	14,928
Compensatory Revenue	7,061	9,260
TRA Pension Adjustment	4,780	4,876
Subtotal	4,118,090	4,349,454
Endowment Fund	23,128	21,821
Q Comp	138,951	146,467
Literacy Incentive Aid	56,605	56,606
Building Lease Aid	786,560	815,206
Long-Term Facilities Maintenance Aid	78,225	81,893
ADSIS Revenue (53% of PY cost)	88,835	104,447

	Final FY19 Budget 2018-2019	Original FY20 Budget 2019-2020
Special Education Aid	1,134,877	1,122,071
Total State Aids	\$ 6,425,270	\$ 6,697,966
Federal Revenue (Offset by Expenditures)		
Federal Fin 419	65,509	66,819
Federal Fin 420	709	723
Federal Fin 425	12,215	12,459
Title I Grant	7,231	7,376
Title II, Part A	15,091	5,393
Title IV	-	10,000
Total Federal Revenue	\$ 100,755	\$ 102,770
Other Local Revenue		
German Federation Grant (offset by expenses)	\$ 17,152	17,495
Fees from Patrons (Supplies)	5,000	2,000
Sports Fees & Activities	20,000	22,500
Fieldtrips	42,000	44,000
Capstone Trip	100,000	102,000
Medical Assistance Reimbursement	4,000	4,000
Interest Earnings	3,000	3,000
Donations and Gifts	100,000	100,000
Intern Donations	2,500	3,000
Capstone Donations	4,000	4,000
Bus donations	17,500	25,000
Miscellaneous Revenues	10,000	10,200
Total Other Revenue	\$ 325,152	\$ 337,195
Total Revenue	\$ 6,851,177	\$ 7,137,931

Expenditure Calculations

Salaries	25%	23%
Admin & District Support	528,095	630,663
Teachers	1,715,353	1,698,942
Eas	58,011	92,655
Instructional Support	26,910	17,000
Pupil Support	21,000	19,000
Buildings and Grounds	111,800	121,394
Total Salaries	2,461,168	2,579,653

	Final FY19 Budget 2018-2019	Original FY20 Budget 2019-2020
Benefits	610,189	605,144
Q Comp	138,951	146,467
Contracted Services	383,216	385,732
Technology Services/Repairs	8,000	8,400
Communications Services	15,470	15,280
Postage	1,000	1,100
Utilities (Based on current space)	85,000	89,700
Insurance	22,000	23,200
Repairs and Maintenance	32,000	31,000
Field Trip Transportation	11,000	11,600
Travel, conferences and staff training	33,500	35,300
Transportation/busing	175,000	145,140
Field Trip Registration & Capstone	120,000	126,600
Building Rent		
Existing Debt P & I Current on Bonds	562,750	566,150
NEW DEBT - Int only	-	354,676
* P & I on NPAF Loan	24,576	-
Available Rent to Max Lease Aid	212,568	-
Annual rent for Capital Improvement Account	30,000	30,000
Issuer fees, Trustee fees, legal and accounting	44,062	44,063
Total Building Rent	873,956	994,889
Church Rental	22,900	60,000
Other Rentals and Operating Leases	52,562	55,500
Supplies - Non Instructional	40,000	42,200
Supplies - Maintenance	22,000	23,200
NonInstruct Computer Software	28,000	29,500
Instructional Tech Software	15,000	15,800
Instructional Supplies	40,000	42,200
NonInstruct Tech Supplies	2,500	2,600
Instructional Tech Supplies	2,000	2,100
Textbooks and Workbooks	44,500	30,000
Standardized Tests	4,000	4,200
NonInstruct Technology Devices	5,000	5,300
Instructional Technology Devices	26,500	28,000
Media Resources	1,000	1,100
Food	16,000	16,900

	Final FY19	Original FY20
	Budget	Budget
	2018-2019	2019-2020
Capitalized NonInstructional Software	1,000	1,100
Other Equipment (Furniture)	5,000	5,300
Technology Equipment	6,500	6,900
Dues and memberships	36,500	38,500
Taxes and Special Assessments	2,360	2,500
Federal Fin 419	65,509	66,819
Federal Fin 420	709	723
Federal Fin 425	12,215	12,459
Title I Grant	7,231	7,376
Title II, Part A	5,091	5,393
German Federation Grant	17,152	17,495
Sports & Activities	15,000	20,250
3rd Party Billing	3,000	3,000
Allocation of overhead costs to Kinderclub	(35,000)	(36,750)
Adsis		
Salaries and Benefits	192,069	195,910
Supplies	5,000	5,100
Special Education - State		
01-000-100's Special Ed Salaries	788,946	757,109
01-000-200's Special Ed Benefits	217,370	224,484
01-000-394 Special Ed Contracted Services	201,000	212,100
Total State Special Ed Expenditures	1,207,316	1,193,693
Total Expenditures	6,839,063	7,103,574
Net effect of Operations, General Fund	12,114	34,357
Transfer out		
Beginning Fund Balance	1,671,269	1,683,383
Ending Fund Balance	1,683,383	1,717,740
Food Service Service Fund		
State Aid	\$ 4,000	\$ 4,200
Federal Aid	30,000	31,500
Commodities	6,000	6,300
Sale of meals	2.5% 128,000	134,400
Total Revenue, Food Service	\$ 168,000	\$ 176,400

	Final FY19 Budget 2018-2019	Original FY20 Budget 2019-2020
Salary and benefits	\$ 52,000	\$ 62,572
Other Costs	2,000	2,100
Commodities	6,000	6,300
Food and Supplies	2.5% 105,000	108,150
Capital assets	2,000	2,000
Total Expenditures, Food Service	\$ 167,000	\$ 181,122
Net effect of Operations, Food Service	\$ 1,000	\$ (4,722)
Transfer In for Operations for General Fund		
Beginning Fund Balance	24,195	25,195
Ending Fund Balance	\$ 25,195	\$ 20,473
Community Service Fund		
Kinderclub and After School Receipts	\$ 290,000	\$ 304,500
Salaries and Wages	\$ 150,000	\$ 159,000
Employee Benefits	28,500	39,750
Purchased Services	25,000	26,250
Operating Cost Allocation	35,000	36,750
Supplies and Materials	6,000	6,300
Other Equipment (Furniture)	2,000	1,000
Total Expenditures, Comm Service	\$ 246,500	\$ 269,050
Net effect of Operations, Comm Service	\$ 43,500	\$ 35,450
Beginning Fund Balance	97,252	140,752
Ending Fund Balance	\$ 140,752	\$ 176,202
Total Revenues	\$ 7,309,177	\$ 7,618,831
Total Expenditures	\$ 7,252,563	\$ 7,553,746
Operating Surplus	\$ 56,614	\$ 65,085
Total Beginning Fund Balance	1,792,716	1,849,330
Total Ending Fund Balance	\$ 1,849,330	\$ 1,914,415

Fund Balance as a % of Total Annual Expenditures
Debt Service Coverage Ratio

25.5%	25.3%
1.20	1.30

Twin Cities German Immersion School
Expenditure Details
FY20 proposed budget

		18-19	19-20		
		Budget	Budget		
Contracted Services (Obj 305)					
Board Training (carry-over from FY18)	Board Retreat and Planning, Eklund	\$ 5,000	\$ 5,000	Board Retreat and Planning, Eklund	
Watkins Consulting	Consulting for Executive Director	6,000	5,000	Consulting for Executive Director	
McDowell Agency, BCA	Background checks	1,000	1,000	Background checks	
Recruiting/Marketing	Calendars, Constant Contact, FB	3,000	2,000	total marketing budget	
Merch Bank Card & Gateway, Orderlunches	CC Fees, Payline, Boonli, Bank Fees	6,000	8,000	CC Processing Fees, order processing software	
Alliance & Alerus Benefits	Participant and Employee Fee	1,200	1,000	Participant and Employee Fee	
ABDO Eik & Meyer	Auditors	10,000	11,000	Auditors,	
BerganKDV	Business Mgmt fees	79,800	84,660	Business Mgmt fees	
BerganKDV	990 Fee	1,575	-	990 Fee	
BerganKDV	Kpay	9,000	4,000		
Banking Fees	Bremer	5,000	5,000	Bremer	
A2Z Evaluations	Teacher Licensing Requirement	1,500	2,000		
Krauss Anderson	HR Services		6,000		
Legal Services	Sustad, Rupp, Fredrikson & Byron	20,000	20,000	Sustad, Rupp - VISA Fees	
Intern Stipends & Admin Fees	Estimated cost for FY19 Interns	75,000	75,000	Estimated cost for Interns	
Sight & Hearing Assoc.	Vision/hearing screening	1,575	2,000	Vision/hearing screening	
Teaching Temps/Teachers on Call	Substitutes	75,000	40,000	Substitutes	
TeacherCentricity LLC	Portion of cost coded to Title II	4,000	4,000	Portion of cost coded to Title II	
U of M Regents	Student Data Support	5,500	35,000	Psych services	
MN Visiting Nurse Agency/HCMC		5,250	6,000		
Other	Courier, hitching Co., Sec of State	4,000	1,000	Misc Contracts maintenance	
Egan, Summit Co.	Fire & Sprinkler Monitoring Services	4,000	-	Fire & Sprinkler Monitoring Services	
Facilities Mgmt and Cleaning	PK Property Service, \$5,056/mo (12 mo)	55,616	66,072	Vanguard and additional janatorial costs	
MEI Total ElevatorSolutions	Monthly fee/\$163	3,150	2,000	Monthly fee/\$163	
Boiler Services	Boiler Services	1,050	-	Boiler Services	
Fund 04 Allocation			-		
Total Object 305 (Fund 01)		\$ 383,216	\$ 385,732		
Repairs and Maintenance, Obj 350					
Elevators		\$ 1,000	\$ 1,000		
Boiler		16,000	10,000		
Misc Repairs/Maint		10,000	15,000		
Plowing and Landscaping		5,000	5,000		
Total Object 350 (Fund 01)		\$ 32,000	\$ 31,000		
Communication Services, Obj 320					
Century Link	Internet, \$530/mo	\$ 6,420	\$ 6,500		
Comcast	Cable, Internet, Phone, \$486/mo	5,880	6,000		
Verizon Wireless	Ipad and Cellphone Service, \$95/mo	1,140	1,200		
CA Communications Inc.	Voicemail setup and new mailbox	300	300		
Metrofax	Metrofax services	80	80		
Multiple Employees	Cell Phone Reimbursements	1,650	1,200		
Total Object 320 (Fund 01)		\$ 15,470	\$ 15,280		

Appendix 10: Five-Year Budget Outlook

Twin Cities German Immersion School
FY19 - 24 Actual & Budgets

	Prior Year		Current		Projection		
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2022-2024	
Enrollment/ADM	583	600	614	625	630	644	
All Funds							
State Aid	\$ 6,453,441	\$ 6,746,358	\$ 6,999,360	\$ 7,271,830	\$ 7,471,356	\$ 7,771,148	
Federal Aid	70,353	81,785	73,220	84,685	86,379	88,106	
Local Revenues	320,247	329,930	343,528	350,399	357,407	364,555	
Food Service Fund	176,101	184,906	194,151	203,859	214,052	224,754	
Community Service Fund	254,464	267,187	280,547	294,574	309,303	324,768	
Total Revenues	\$ 7,274,606	\$ 7,610,166	\$ 7,890,807	\$ 8,205,347	\$ 8,438,496	\$ 8,773,331	
	7,274,606	7,610,166	7,890,807	8,205,347	8,438,496	8,773,331	
Salaries & Benefits	\$ 3,292,031	\$ 3,296,391	\$ 3,449,058	\$ 3,568,010	\$ 3,690,244	\$ 3,815,144	
Special Education Costs	1,369,819	1,448,248	1,475,982	1,540,369	1,604,822	1,676,667	
Contracted Services	944,537	895,952	935,200	965,200	992,400	1,035,300	
Lease Costs, including church	900,684	992,975	1,025,038	1,023,738	1,027,038	1,030,338	
Supplies	213,650	227,000	237,000	246,000	252,900	263,700	
Capital Assets	6,121	12,400	12,900	13,400	13,800	14,300	
Other	143,409	151,830	156,800	160,716	164,279	168,588	
Food Service Fund	174,161	183,831	188,413	195,241	202,327	209,681	
Community Service Fund	213,472	238,671	252,645	267,443	283,114	299,709	
Total Expenditures	\$ 7,257,885	\$ 7,447,299	\$ 7,733,036	\$ 7,980,118	\$ 8,230,924	\$ 8,513,427	
	7,257,885	7,447,299	7,733,036	7,980,118	8,230,924	8,513,427	
Operating (Loss)/Income	\$ 16,721	\$ 162,867	\$ 157,771	\$ 225,229	\$ 207,572	\$ 259,904	
Beginning Fund Balance	\$ 1,791,723	\$ 1,808,444	\$ 1,971,312	\$ 2,129,082	\$ 2,354,311	\$ 2,561,883	
Ending Fund Balance	\$ 1,808,444	\$ 1,971,312	\$ 2,129,082	\$ 2,354,311	\$ 2,561,883	\$ 2,821,787	
Fund Balance % of Expenditures	24.9%	26.5%	27.5%	29.5%	31.1%	33.1%	
Debt Service coverage Ratio	1.45	1.24	1.22	1.29	1.27	1.33	