

2014-2015  
Twin Cities Academy  
Annual Charter School Report  
(4042-07)

Submitted by Betsy Lueth, Principal

## **Table of Contents**

### Academic Elements

Purpose, Vision and Mission

Statutory Statement

Academic Accountability Data

After School Programming

Parent Involvement & Satisfaction Report

Curriculum Report

Schedule Report

Professional Development Report

WBWF Plan

### Governance and Operational Elements

Teacher License Verification

Information on Management & Administration

School's Current Strengths, Challenges & Plans for the Future

School Enrollment

Admissions

Demographic Data

Community Connections & Partnerships

Board Member Orientation & Ongoing Training Plan

Board Member Information

Authorizer Information

### Financial Elements

Current Budget

Internal Controls & Board Oversight Procedures

Financial Honors & Audit Information

## Purpose

The purpose of this report is to communicate to the constituents of Twin Cities Academy who we are and to monitor and report our annual school data, accomplishments and goals.

## Vision

*Citizens educated and inspired to make their mark on the world.*

## Mission

*Twin Cities Academy is a St. Paul public school committed to developing productive citizens through academic rigor and building character in partnership with families and the community.*

Twin Cities Academy is a public charter middle school located in St. Paul, Minnesota serving grades six, seven and eight. Twin Cities Academy is a college preparatory school committed to academic rigor, active citizenship, and character development. The foundation of our programs supports the student's ability to be ready for college at the end of their secondary education.

This past year we enrolled 220 students. Although TCA offers a small school environment, our students benefit from a wide variety of courses at the middle school level. All students are able to take a foreign language, participate in band, and have one quarter of STEM, art, music, literacy and physical education. During after school hours, students are able to participate in sports, science clubs, math clubs or theater along with many other enrichment activities.

Our educational model emphasizes community involvement and relationship building. Families sign a covenant agreeing to share in the partnership of providing support and ensuring success for their children academically, socially, and behaviorally. Our school has a high degree of student and family engagement, reflected in data from 2013-14. During the school year, TCA's average daily attendance was 95%. Parent/Teacher Conferences held on Saturdays (November, February and April) averaged 93% in attendance. TCA parents are actively engaged in the school, as evidenced by the over 1,500 hours volunteered last year by parents and community members.

MCA-II, MCA-III and NWEA MAP assessments indicate that we are providing a quality educational experience for our students and they are consistently out-performing many schools in the state including the resident school district, Saint Paul Public Schools. As a public charter school, we offer an academically rigorous educational choice to Minnesota families, and provide our students a high-quality, individualized education.

Twin Cities Academy is focused on the following purposes per Minnesota statute 124D.10: a. improve pupil learning and student achievement; b. measure learning outcomes and create different innovative forms of measuring outcomes; c. create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

## Academic Program

### 2014-2015 Academic Accountability Data

**Comparison of 2013 to 2014 MCA-II Scores**

	Reading	Math	Science
TCA (FY14)	55.2%	50.2%	50.8%
TCA (FY15)	65.4%	51.9%	59.7%

#### *Performance to Goal:*

- Introduce and implement a Data-Driven Instructional Model, and in so doing, increase overall school proficiency in reading, mathematics, and science by at least 5%, using Spring 2015 MCA-II results. (Assessment Goal)

*Performance to Goal Results:* The reading goal was exceeded with an increase of over 10% from Spring 2014 scores. The mathematics proficiency increased slightly, however not significantly enough for us to consider this goal met. The science goal was exceeded with an increase of almost 9%. Students in the 6<sup>th</sup> grade (new to our school's program) scored significantly lower than expected, impacting the overall rate of proficiency in math.

- 75-85% of TCA's continuously enrolled eighth graders scored at or above the national average on the ACT-Explore test in mathematics (UST School Specific Goal)

*Performance to Goal:* 71% of TCA's 8<sup>th</sup> graders scored at or above the national average on the ACT-Explore test in mathematics in the fall of 2014.

- Using assessment data, analyze the achievement gap and make curricular/programming changes to address any discrepancies.

*Performance to Goal:* TCA administration and teachers have analyzed assessment data in depth to properly support students who are demographically identified as students constituting the achievement gap as defined by the MMR. TCA was designated a "Celebration Eligible" school with an MMR of 67.81%.

- Identify "at-risk" students in math, reading and writing and implement year-long interventions to be sure they are on track for graduation.

We provided extended classes, courses designed to improve fundamental skills, Reading Extensions and Algebra Extensions, for students who were not performing at grade level. Even though students received additional time and targeted work, we continued to see some students lagging behind their peers. For the 2015-2016 school, TCAHS has adopted a co-teaching model for all Extensions programming, whereby one content

teacher and one Special Education teacher work collaboratively to design and instruct students, with an average class size of 20 or less in each Extensions classroom.

The current schedule at TCA is well-designed and based on strong practices focused on beating the achievement gap, with double doses of math and reading during the school day. The administration, along with a leadership team of five lead instructors, are reviewing other research-based scheduling models to ensure all students are fully benefitting from their time in school. The leadership team is interested in expanding the academic minutes students receive in the core content areas of math, English, and science.

In order to identify and monitor at-risk students, teachers in several core subjects have been developing and implementing interim assessments to track progress and student gains in targeted skills. The interim assessments are focused on showing student growth rather than proficiency. Growth models are proven tools to reduce the achievement gap.

### **After School Programming**

TCA academic day ends at 3:30, at this time all 6<sup>th</sup> through 8<sup>th</sup> grade students participate in access (homeroom) groups on Monday, Wednesday and Friday where they receive lessons focused on social emotional health, college-readiness, service-learning, and literacy. On Tuesdays and Thursdays, students participate in enrichment activities including peer tutoring, science clubs, math clubs, theater, sports or art clubs. The TCA buses depart at 4:15. During the 2015-2016 school year TCA has contracted with many new outside providers such as the Children's Theater, Bell Museum, Urban Roots, and Alliance Francais to provide high quality enrichment programming to our students.

### **Parent Involvement and Satisfaction**

Under the TCA covenant agreement, which is signed by both parents/guardians and students at the time of enrollment, families are very strongly encouraged to commit to the family-school partnership by attending three conferences per year. The conference attendance rate for the 2014-2015 school year was 96% of all families participating in teacher-family conferences. Additionally all TCA families are strongly encouraged to commit to 30 volunteer hours annually in support of our school-family partnership.

During the third quarter conferences, parents and guardians are also asked to participate in an online satisfaction survey. The quantifiable portion of the family survey for the 2013-2014 school year is provided as an attachment to this report. The questions are scored on a five point Likert Scale, with 1 being strongly disagree and 5 being strongly agree.

### **Curriculum Report**

Twin Cities Academy is committed to providing a college preparatory program. Courses at TCA prepare students for advanced courses in high school, which will lead them to college. To support the rigorous requirements for advanced classes in high school, world languages begin in the sixth grade for most students. For students who are not at grade level in math or English, additional support classes in one or both of these core courses are offered. Students in the sixth grade also receive an additional semester of physical education along with a rotating physical education class all year long. Seventh graders receive an additional semester of music and eighth graders receive an additional semester in art. All students receive a semester of STEM and a trimester of literacy, along with year-long courses in math, English, science, social studies and world languages.

The goal of the TCA curriculum is to offer a liberal arts focus with rigor infused in all coursework. All courses are aligned to Minnesota state standards.

## **Schedule Report**

The Twin Cities Academy daily schedule consists of seven class periods at approximately 50 minutes each. Each course meets daily for a total student contact calendar of 177 days. Teachers work 194 days, with five days of workshops prior to students returning each school year and an additional eight days of professional development spread out throughout the school year, and five days after the last instructional day. Every Wednesday courses are shortened by approximately five minutes to allow for a sixty-minute forum period. During every other forum students who are falling behind in their homework are required to attend a tutorial session to catch up, while other students participate in “fun rooms.” During the other weeks, forums are all school and include social emotional presentations such as by Climb Theater on bully prevention, for example.

## **Professional Development Report**

Twin Cities Academy provides high quality instruction through its fully implemented data driven instruction focus. Course planners tie all curriculum used in the classroom to standards, formative assessments are designed to test student proficiency on the standards at a minimum monthly, data is reviewed by administration and in collaboration with content level teams.

All teachers participate in weekly professional learning teams designed to promote collaboration. Two times in the month teachers are collaborating in content specific teams, one time a month content area teams are paired for collaborating (math with science or English with social studies, for example), and one time a month teachers meet in grade level collaborative teams. By planning for flexible teaming, collaboration throughout the building is both broad and comprehensive to meet a variety of instructional needs.

All professional development for the 2015-2016 school year is designed to offer training and support in the data-driven instruction initiative, with a specific focus on differentiation in the classroom based on the data.

The teacher evaluation system at Twin Cities Academy during 2014-2015 consisted of multiple measures, and Q Comp performance pay was aligned with the measures proportionately. Teachers are evaluated based on student performance on standardized tests (MCA III and NWEA), school-wide goals (14-15 Academic Vocabulary Test), Administrative Evaluation (one formal per year for veteran staff, three per year for new staff), Peer Evaluations (two per year for all veteran staff), Student Engagement Survey, review of Data-Driven Instruction portfolio, and support of outside activities including chaperoning events, participating in supporting students outside of the academic day. For the 2015-2016 the Administration at TCA has added informal walk-through observations, two times monthly, for all teachers as well to the evaluation process.

## **World’s Best Workforce Plan – See Attachment**

### **Governance and Management**

#### **Teacher Licensure Verification – See Attachment**



## Information on Management and Administration

For the 2014-2015 school year, Betsy Lueth, principal, functioned as the single leader of the school, and be the only direct report to the school board. Ms. Lueth is a MN licensed K-12 principal with eight years of administrative experience in charter schools. The 2015-2016 school year will be her fourth year at Twin Cities Academy.

### Administration Staff:

Name	File Number	Assignment	Yrs. w/ School	Status
Lueth, Betsy	397306	Principal	3	Returning Fall 2015
Ausen, Terri		Office Manager	6	Returning Fall 2015
Mikolai, Judi		Library Aide	2	Not Returning Fall 2014
Bowler, Michele		Office Assistant	1	Returning Fall 2015
Fleischhacker, Laverne		Cafeteria	16	Returning Fall 2015
Diallo, Sam		Cafeteria/Custodian	5	Not Returning Fall 2015
Zakrzewski, JoAnn		Cateteria	3	Returning Fall 2015
Tofte, Terry		Operations Manager	2	Returning Fall 2015

## Current Strengths, Challenges and Plans for the Future

Twin Cities Academy has much to celebrate from the 2014-2015 school year. TCA was named as a “Celebration Eligible” school for the second year in a row by the Minnesota Department of Education.

One of the biggest challenges facing TCA is managing the demand and growth of the program, as it relates to facilities. Fortunately, TCA through its Building Company TCAABC, in conjunction with its sister-school TCA, has procured 9.2 acres of property and is building a new 61,000 square foot facility approximately one mile from the current location. This new facility will be open beginning of the 2016-2017 school year.

Additionally, TCA is looking forward to merging into one district with its sister-school TCAHS in the 2016-2017 school year. By merging the two schools into one district TCA will benefit from many efficiencies, including single contracts for outside services, and less complicated accounting for shared services between the two schools, among some. Overall the merger will allow for both school districts to be run more efficiently and benefit from cost saving practices. The expansion application, the first step in the merger process, was approved by the University of St. Thomas, and the affidavit is being filed with the state by October 1, 2015.

## School Enrollment

Year	Grade 6	Grade 7	Grade 8	Total School Population
2009-2010	53	68	78	199
2010-2011	56	64	70	190
2011-2012	52	72	69	193
2012-2013	50	72	75	197
2013-2014	75	74	65	214
2014-2015	78	77	65	220
Projected 2015-2016	85	85	85	255

## Admissions

Twin Cities Academy is dedicated to a free-access quality education, without discrimination, and follows all Minnesota statutes as they relate to application and admission procedures for charter schools. Enrollment is open to all middle school students residing in any school district in Minnesota.

TCA holds open houses and accepts applications throughout the year. Per the school board adopted enrollment policy, the school board establishes the open enrollment period applicable to the following school's year admission by October 1<sup>st</sup> or the current year. Available enrollment seats by grade is published by February 1<sup>st</sup> of the current year for the following year, which will always be prior the last day of the open enrollment period, and the lottery, if a lottery is required. Lottery numbers are generated electronically and drawn randomly through a computer program. Lottery results are mailed to families.

Students submitting applications after the last day of the open enrollment period, are placed on our waiting list and acceptance is based on space availability.



Once students are accepted, they are then asked to complete a registration packet, attend a covenant meeting, and participate in new student orientation. Please refer to the TCA enrollment application on the next page of this document.



*A St. Paul Charter School for Grades 6 thru 12*

## STUDENT INFORMATION

Last Name \_\_\_\_\_ First Name \_\_\_\_\_

Current Grade \_\_\_\_\_ Grade Next Fall \_\_\_\_\_ School Year Applying For: 20\_\_\_\_ - 20\_\_\_\_

Home Address \_\_\_\_\_ Apartment \_\_\_\_\_

City & State \_\_\_\_\_ Zip Code \_\_\_\_\_ Home Phone \_\_\_\_\_

Sibling Enrolled at TCA\* \_\_\_\_\_ Yes \_\_\_\_\_ No Sibling Enrolled at TCAHS\* \_\_\_\_\_ Yes \_\_\_\_\_ No

## PARENT / GUARDIAN INFORMATION

Parent / Guardian \_\_\_\_\_ Work Phone \_\_\_\_\_

Cell Phone \_\_\_\_\_ Email \_\_\_\_\_

Parent / Guardian \_\_\_\_\_ Work Phone \_\_\_\_\_

Cell Phone \_\_\_\_\_ Email \_\_\_\_\_

*\*Twin Cities Academy's enrollment is independent of Twin Cities Academy High School. Alumni and sibling preference does not transfer between TCA and TCAHS.*

Signature of Parent / Guardian \_\_\_\_\_

\_\_\_\_\_ Date

"A charter school shall enroll an eligible pupil who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, pupils must be accepted by lot. A charter school shall give preference for enrollment to a sibling of an enrolled pupil and to a foster child of that pupil's parents before accepting other pupils by lot. If a charter school is the only school located in a town serving pupils within a particular grade level, then pupils that are residents of the town must be given preference for enrollment before accepting pupils by lot. A charter school may not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability."MS124d.10 Subd.9.

If applying for enrollment during the current school year, please contact the school office.

**OFFICE USE ONLY:** Date Received \_\_\_\_\_ Lottery Number \_\_\_\_\_  
*Lottery Drawing Held February 28th*

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**835 5<sup>th</sup> Street East St. Paul, MN 55106**

**(651) 205-4797**

**Fax (651) 205-4799**

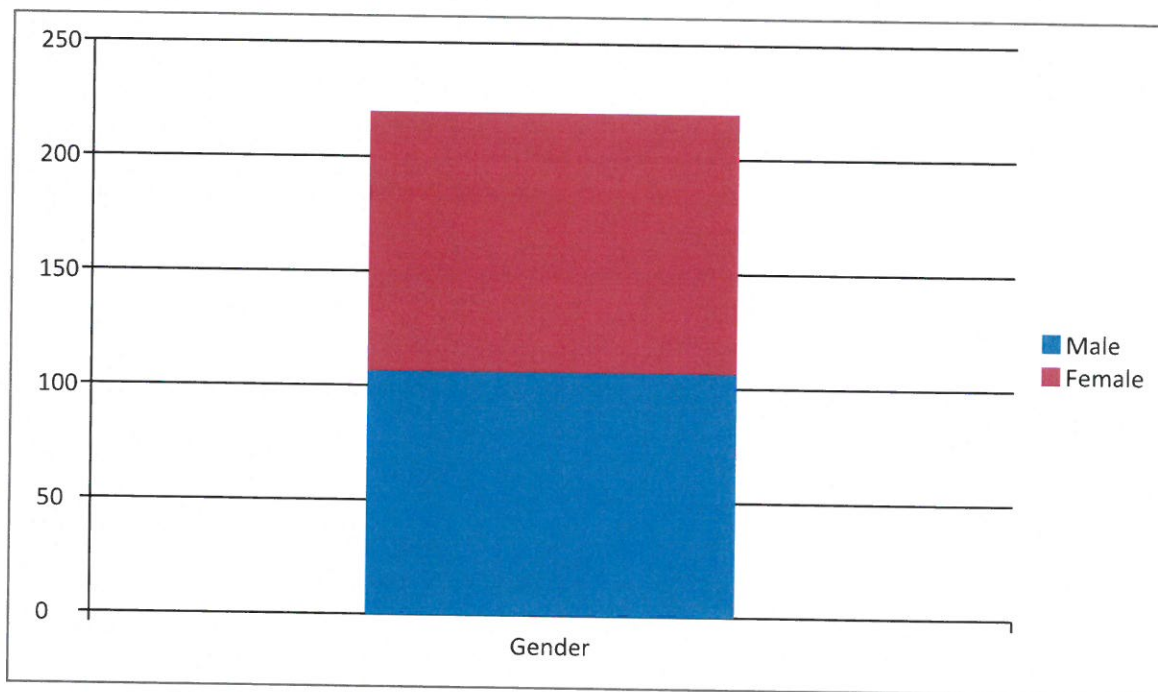
09/11

## Student Demographic Data for 2014-15

### Gender

	Male	Female	Total	Male/Female Ratio
<b>2014-15</b>	107	113	<b>220</b>	49%/51%

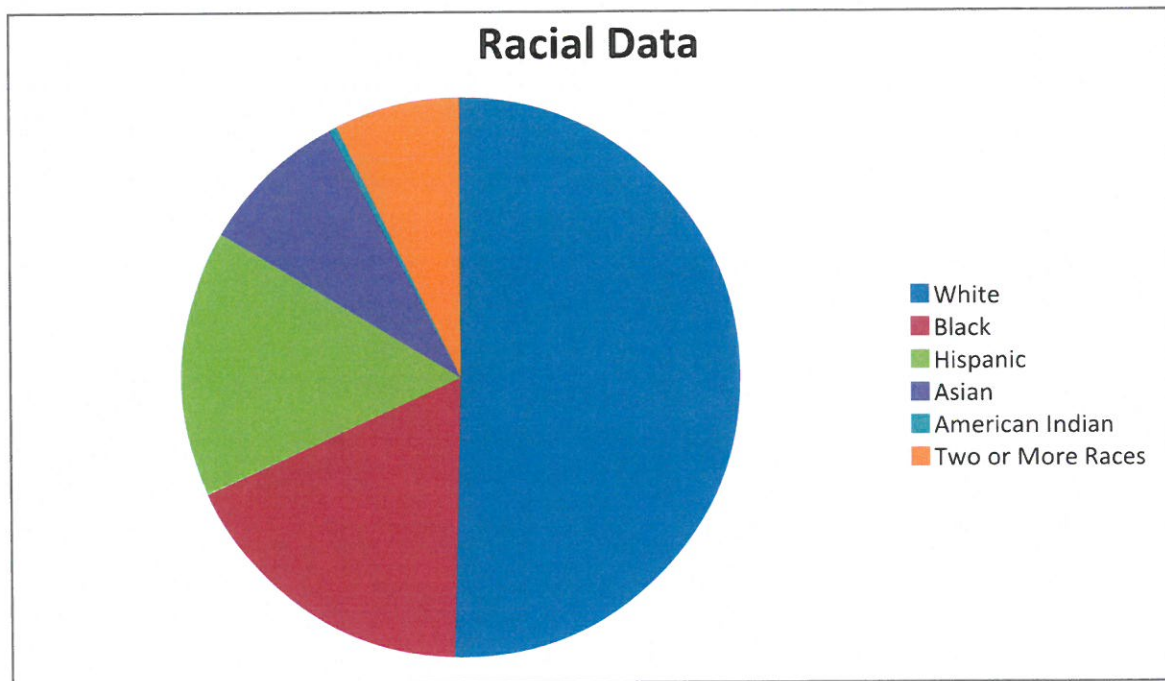
**Proportion of Males and Females, 2014-15**



### Race/Ethnicity

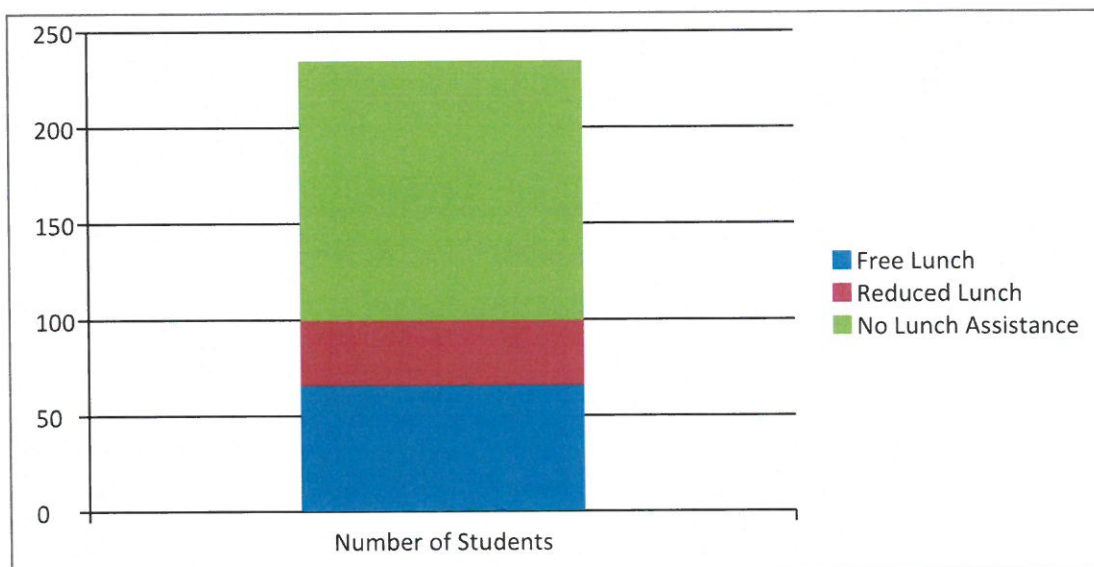
In 2012-13, approximately 45% of the students were of color.

	Asian American	Black American	Hispanic	White	American Indian	Two or More Races	Total
No. of Students	19	39	34	111	1	16	<b>220</b>
%	9%	18%	15%	50%	0.5%	7.5%	<b>100%</b>



### Free & Reduced Lunch

	No. of Students	% to Total School Enrollment
Free Lunch	66	28%
Reduced Lunch	34	14%
Combined Free & Reduced	100	42%
No Lunch Assistance	135	58%



### Special Education

No. of Students	% to Total School Total	Primary Disability	Students Per Category
19	8%	<ul style="list-style-type: none"> <li>▪ Speech &amp; Language</li> <li>▪ SLD</li> <li>▪ OHD</li> <li>▪ Autism</li> <li>▪ Vision</li> <li>▪ EBD</li> </ul>	2 8 4 3 0 2

### Limited English Proficiency

No. of Students	% to Total School Enrollment
11	5%

### Community Connections and Partnerships

TCA students benefit from college tutors from the University of St. Thomas, and a new program is being designed to bring in local retired college professors to help students with college applications. Additionally TCA has partnerships with Dodge Nature Center and Park Square Theater to offer enrichment opportunities to our students.

TCA is also a member of the Eastside Area Business Association, and principal Betsy Lueth regularly attends monthly luncheon events to promote the school and participate in the Eastside business initiatives. As a part of the Eastside, TCA also participates in local festivals and marches in local parades such as the Rice Street Parade.

### Board of Directors

TCA's governing board includes teachers, parents, and community members. The following chart shows membership for 2014-15.

Name	Board Position	Group	Term Exp.	Phone Number	Email Address	Attendance Rate
Christine Rider	Chair	Community Member	11/2016	651-307-3166	<a href="mailto:crider@twincitiesacademy.org">crider@twincitiesacademy.org</a> christinerider1@gmail.com	100%
Chrissy Snider	Treasurer	Parent	11/2015	612-840-4264	Chrissy.snider@net.com	96%
Anna Schneck	Vice Chair	Teacher	11/2016	651-205-4797	<a href="mailto:aschneck@twincitiesacademy.org">aschneck@twincitiesacademy.org</a>	83%
Beth Gillis	Member	Community Member	11/2016	612-251-3435	Maureen039@comcast.net	96%



Angela Davis Drew	Secretary	Parent	11/2016	651-205-4797	<a href="mailto:angeladavisdrew@gmail.com">angeladavisdrew@gmail.com</a>	96%
Kristin Sieg	Member	Teacher	11/2015	651-205-4797	<a href="mailto:ksieg@twincitiesacademy.org">ksieg@twincitiesacademy.org</a>	100%
Krista Varley	Member	Community Member	11/2016	651-205-4797	kristavarley@gmail.net	70%

Professional development is scheduled for the governing board, both as a group (total board trainings) and individually. Minnesota Charter Law mandates ongoing education for the governing board, in which TCAHS is compliant. From July 2013 to June 2014, Board Members attended the following training sessions:

- BKDA Training on how to read and evaluate monthly financial reports: Jenny Abbs, BKDA June 2014. (Full Board)
- Compensation Design Training on how to strategically design a compensation model that is competitive and sustainable. Dr. Larry Morgan, HR Consultant (Executive Committee of the Board)

All board members satisfied the state required board training in board governance, personnel/employment and finances. Services were provided by the MN School Board Association, Non-Profit Assistance Fund or the University of St. Thomas.

### Authorizer Information

Authorizer	Contact Information	Liaison	Contract Expiration
University of St. Thomas	University of St. Thomas 1000 LaSalle Street Minneapolis, MN 651-962-4844	Molly McGraw-Healy <a href="mailto:mccgraw@stthomas.edu">mccgraw@stthomas.edu</a>	June 30, 2018

Because charter schools are not part of traditional community school districts, they are accountable to the State of Minnesota for student learning and financial performance through a state-approved charter school overseer, or authorizer. Our authorizer is The University of St. Thomas, in St. Paul, Minnesota. Their role is to ensure that we are true to our school's mission; provide continued quality of our academic programs as demonstrated by quantifiable student learning; that we meet parents' expectations and satisfaction; and that we comply with state and federal mandates. We submit our School Board minutes and financial statements monthly to the University of St Thomas. They have agreed to be our authorizer for two years.



## **Finances**

Twin Cities Academy is on solid financial footing. The school entered the 2014-15 school year with a positive fund balance of \$903,149.00.

The Board, primarily through the Finance Committee, actively partners with the principal/ to oversee financial matters. BKDA Accounting firm in collaboration with the principal compiles and presents a financial report to the Board monthly. This report is a review of checking and savings account balances, fund balance, and income and expenses statements. These financial statements are provided to the treasurer and finance committee members a week before the board meeting. The Board reviews and analyzes all budgets, expenditures, and bank statements, and provides monthly/quarterly financial statements to the authorizer.

Following is a summary of TCA's budget and actual (unaudited) financial results for Fiscal Year 2015 as well as our financial position at June 30, 2015. TCA is expected to contribute \$198,161.00 to the fund balance based on the unaudited financials at the end of June 30, 2015. This represents a 41.2% fund balance with an expected total amount in the fund balance of \$1,101,309.00 (unaudited). The final audited financials will be available in December 2015.

The audit for the fiscal year 2014 contained no material weaknesses or significant deficiencies as prepared by MMKR audit firm and presented to the school board during the winter of 2014.

The school board and administration chose to pursue working with Belz, Kes, Darling and Associates and have also employed an internal business manager Dr. Terry Tofte to prepare and review the financials in collaboration with the principal. The board and the principal will continue to oversee the overall financial health of the school, on a monthly basis through review of detailed finances in the board finance sub-committee, and by presenting the financials monthly to the full school board during the regular school board meeting.. By using an outside firm such as BKDA, Twin Cities Academy is assured to have strong internal controls and procedures in place to continue financial health and clean audits.

### **Fund Balance:**

Un-audited fund balance as of June 30, 2015 - \$1,101,309.00

2012-2013      Annual Audit Report –  
MMKR Certified Public Accountants & Co.  
55353 Wayzata Blvd. Suite 410  
Minneapolis, MN 55416

**TCA received the MDE School Finance Award in FY14**

**Twin Cities Academy  
St. Paul, MN  
Statement of Revenues and Expenditures  
As of June 30, 2015 - Preliminary**

	FY 2015 Original Budget 210 ADM 237 WADM	FY 2015 Revised Budget 216 ADM 244 WADM	Year to Date Activity	100.0% Percent of Actuals to Approved Budget
<b>Total All Funds</b>				
<b>Revenues</b>				
State Revenues	2,136,679	2,250,180	2,264,249	100.6%
Federal Revenues	112,645	111,029	131,823	118.7%
Local Revenues	241,138	449,367	474,733	105.6%
<b>Total Revenues</b>	<b>2,490,461</b>	<b>2,810,575</b>	<b>2,870,805</b>	<b>102.1%</b>
<b>Expenditures</b>				
Salaries and Wages	747,984	854,419	826,102	96.7%
Employee Benefits	224,801	240,089	228,117	95.0%
Purchased Services	792,090	815,396	814,005	99.8%
Supplies and Materials	139,678	142,781	118,939	83.3%
Equipment	44,000	31,000	20,168	65.1%
Other (Grants, Special Ed, Dues, etc.)	459,472	673,016	665,313	98.9%
<b>Total Expenditures</b>	<b>2,408,023</b>	<b>2,756,701</b>	<b>2,672,644</b>	<b>97.0%</b>
<b>Total Revenues All Funds</b>	<b>2,490,461</b>	<b>2,810,575</b>	<b>2,870,805</b>	<b>102.1%</b>
<b>Total Expenditures All Funds</b>	<b>2,408,023</b>	<b>2,756,701</b>	<b>2,672,644</b>	<b>97.0%</b>
<b>Net Income - All Funds</b>	<b>82,438</b>	<b>53,875</b>	<b>198,161</b>	
<b>Beginning Fund Balance, July 1, 2014</b>				
<b>Projected Ending Fund Balance, June 30, 2015</b>	<b>903,149</b>	<b>903,149</b>	<b>903,149</b>	
	<b>985,586</b>	<b>957,023</b>	<b>1,101,309</b>	
	<b>40.9%</b>	<b>34.7%</b>	<b>41.2%</b>	

**FOOTNOTES:**

(1) This variance is related to prepaying for the month or months subsequent to the current operating month.

*The projections shown on this report are prepared using both the school's estimates and consultant estimates and are prepared for internal use only. This report has not been compiled, reviewed or audited and should not be relied upon for other uses.*

## Teacher Template

District	School Name	Teacher Name	File Folder	Subject Taught	Grade(s) Taught	SY 2014	Status	Additional Notes
4042	TCA	Amundson, Erin	410808	Dean of Students	6-8	Yes	Yes	
4042	TCA	Cullen-Benson, Brendan	435573	Art	6-8	Yes	No	Moved to Seattle
4042	TCA	Farlow, Emily	449487	Spanish	6-8	Yes	Yes	
4042	TCA	Schneck, Anna	384133	Math	7-8	Yes	Yes	
4042	TCA	LaFleur, Cassandra	450291	French	6-8	Yes	Yes	
4042	TCA	Ancel, Sarah	439395	English	7-8	Yes	Yes	
4042	TCA	Voxland-Flomo, Janelle	446061	Math	6-7	Yes	No	
4042	TCA	Mitsch, Dave	421650	Special Education	6-8	Yes	Yes	
4042	TCA	Lindholm, Scott	441065	Physical Education	6-8	Yes	Yes	
4042	TCA	Patnode, Rachel	475377	English	6-8	Yes	Yes	
4042	TCA	VanderPlas,	440595	History	7-8	Yes	No	Moved to

		Mike					Southern MN
4042	TCA	Berg, Samantha	472599	Science	6-8	Yes	Yes
4042	TCA	Dostal, Jon	427733	Music, Band	6-8	Yes	Yes
4042	TCA	Orme, Elizabeth	462843	Special Education	6-8	Yes	Yes
4042	TCA	Anderson, Sally	Life Track	Contracted Speech Therapist	6-8	Yes	Yes
4042	TCA	Dusek, Samantha	468240	Counselor	6-8	Yes	Yes
4042	TCA	Gould Gourley, Shannon	375103	Academic Dean	6-8	Yes	Yes
4042	TCA	Egner, Alison	On the Move Therapy	Contracted Occupational Therapist	6-8	Yes	Yes
4042	TCA	McCall, Maureen	264099	School Social Worker	6-8	Yes	Yes
4042	TCA	Walters, Emily	447835	Special Education	6-8	Yes	No
4042	TCA	Sieg, Kristin	439256	6 <sup>th</sup> Grade	6-8	Yes	Yes
4042	TCA	Berry, Melissa	471799	ELL	6-8	Yes	Yes
4042	TCA	Thyen, Susan	451510	Science	6-7	Yes	No

Staying home with children