

School Board Meeting Agenda
Tuesday, October 15, 2019
5:00 pm
AAHS Classroom 122

Present: Amy Charpentier, Josh MacLachlan, LeAnn Lindusky, David Massey, Katie Siewert, Rachael McNamara, Tenille Warren, Nate Winter - CLA (Ex Officio), AAHS TPS Representatives (Ex Officio):

Absent:

Agenda

1. Call to Order:
2. Conflict of Interest Check:
3. Approval of October 15, 2019 Agenda:
4. Approval of September 17, 2019 Minutes:
5. Public Comments:
6. Financial Report: (Josh MacLachlan - Treasurer, Nate Winter - CLA)
7. TPS Report: (Ex Officio -)
 - a. Enrollment:
 - b. ADM:
 - c. School Events:
 - d. TPS Accountability Manager:
 - e. Staffing:
 - f. Committees:
 - i. TPS:
 - ii. Personnel Committee:
 - iii. Evaluation Task Force:
 - iv. Curriculum:
 - v. Financial:
 - vi. PLC Committee:
 - vii. ESSA Task Force:
8. Student Data Report – Katie Seiwert

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9. Committee to Evaluate Contract with EdVisions

10. Strategic Items

- a. Board member search status:
- b. Review of remediation plan submitted to ACNW
- c. Review of updated family leave policy

11. Action Items

- a. Approval of annual report
- b. Approval of updated crisis management policy
 - i. Update: Jenny Rubio added as crisis response team member and communications coordinator

12. Adjourn

School Board Meeting Agenda
Tuesday, September 17, 2019
5:00 pm
AAHS Classroom 122

Present: Amy Charpentier, Josh MacLachlan, LeAnn Lindusky, David Massey, Nate Winter - CLA (Ex Officio), AAHS TPS Representatives (Ex Officio): Stephanie Bade, Julie Peterson

Absent: Katie Siewert, Rachael McNamara

Agenda

1. Call to Order:
 - a. Amy Charpentier calls meeting to order at 5:00

2. Conflict of Interest Check:
 - a. None to report

3. Approval of August 20, 2019 Agenda:
 - a. Josh MacLachlan motions to approve the September 17, 2019 agenda - David Massey
Seconds
 - b. Discussion:
 - i. No changes
 - c. Motion Passes with following votes:
 - i. Amy Charpentier - Aye
 - ii. Josh MacLachlan - Aye
 - iii. Leann Lindusky -Aye
 - iv. David Massey -Aye

4. Approval of August 20, 2019 Minutes:
 - a. David motions to approve the August, 2019 minutes - Amy seconds
 - b. Discussion:
 - i. No corrections to note.
 - c. Motion Passes with following votes:
 - i. Amy Charpentier - Aye
 - ii. Josh MacLachlan - Aye
 - iii. Leann Lindusky -Aye
 - iv. David Massey -Aye

5. Public Comments:
 - a. Tenille (Parent interested serving on board)
 - b. John and Jaclyn form Cushman and Wakefield Real Estate

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- i. Represents charter schools
 - ii. Specializes in charter school real estate
 - iii. AAHS has lease ending in 2020
 1. CW can provide options for school site
 2. CW helps schools use data to make decisions on leasing
 - iv. Would be paid by landlord were school to find a different lease
 - v. Would like a follow up meeting with school leaders and board members. Will meet with the board's finance committee.
 - vi. Tenille is given the floor. Asks What happens if landlord does not want to compensate. Does the school have to pay?
 - vii. Jaelyn: That only happens in rare instances when landlords are uninformed. CW ensures that this is clear for all involved.
 - viii. CW will send references to the school's financial committee
6. Financial Report: (Josh MacLachlan - Treasurer, Nate Winter - CLA)
- a. Approval of Financial Reports for June, July, and August 2019
 - i. Josh motions to approve the July and August 2019 (not June) financial reports - Amy seconds
 - ii. Discussion
 1. 17% of way through year
 - a. Expend and Revenue all in line with expectations
 2. June report will not be finalized until after audit.
 - iii. Motion Passes with following votes:
 1. Amy Charpentier - Aye
 2. Josh MacLachlan - Aye
 3. Leann Lindusky -Aye
 4. David Massey -Aye
 - b. Approval of disbursements for June, July, and August 2019
 - i. Amy motions to approve disbursements for July, and August 2019 - Josh seconds
 - ii. Discussion
 1. Want classroom budget reflected in disbursements
 - iii. Motion Passes with following votes:
 1. Amy Charpentier - Aye
 2. Josh MacLachlan - Aye
 3. Leann Lindusky -Aye
 4. David Massey -Aye

7. TPS Report: (Ex Officio -)

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- a. Enrollment: 90
 - b. ADM: 90.73
 - c. School Events:
 - i. NWEA Testing 9/16-9/17
 - ii. Conferences 10/24 from 3-7
 - d. TPS Accountability Manager:
 - e. Staffing:
 - i. Hired Math and Art Teacher
 - ii. 3 New Paras
 - f. Committees:
 - i. TPS:
 - ii. Personnel Committee:
 - iii. Evaluation Task Force:
 - 1. All TPS completed PD goals and submitted to Greg Schnagl (consultant)
 - iv. Curriculum:
 - 1. First standup Meeting with Greg Schnagl on Thursday
 - 2. CBM Maze probes being used for Reading Data
 - 3. IXL being used for Math Probe Data
 - v. Financial:
 - 1. Reviewing FY20 Budget after 10/1
 - 2. 3-year financial plan to be submitted to ACNW by 10/1
 - vi. PLC Committee:
 - vii. ESSA Task Force:
8. Student Data Report – Josh MacLachlan
- a. Current student data indicates the school is at 51% of goal. 78% of data has been inputted thus far
 - b. Josh to send data comparison analysis to verify that school and ANCW are moving forward with common understanding of Academic measures
 - c. Actively working with IXL and ACT to gather past data from 17-18 and 18-19.
9. Committee to Evaluate Contract with EdVisions
- a. Met with Andrea Harder on September 16. Reviewed services. Informed EdVisions that school is actively comparing rates and services and committee may recommend switching if it is the school's best interest.
10. Strategic Items
- a. Board member search status:

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- i. 4 parents interested in serving on board
- ii. No other prospects from community
- b. Review of remediation plan and site visit feedback letter from ACNW
 - i. Reviewed feedback letter from Nalani McCutcheon's visit and specific changes ACNW needs made remediation plan draft.
 - ii. Tiger team will take over, using Josh's draft as a template, to finish remediation plan.

11. Action Items

- a. Approval of revisions to policy 4.8 Tobacco Use and 4.9 Internet Use
 - i. David Massey motions to approve revisions to policy 4.8 Tobacco Use and 4.9 Internet Use - Amy Charpentier seconds
 - ii. Discussion
 - 1. No additional revisions
 - iii. Motion Passes with following votes:
 - 1. Amy Charpentier - Aye
 - 2. Josh MacLachlan - Aye
 - 3. Leann Lindusky -Aye
 - 4. David Massey -Aye
- b. Approval of Transportation agreement between Dakota county and AAHS
 - i. Amy Charpentier motions to approve Transportation agreement between Dakota county and AAHS - David Massey seconds
 - ii. Discussion:
 - 1. No further discussion
 - iii. Motion Passes with following votes:
 - 1. Amy Charpentier - Aye
 - 2. Josh MacLachlan - Aye
 - 3. Leann Lindusky - Aye
 - 4. David Massey - Aye
- c. Establishment of task force to finalize Remediation plan to ACNW
 - i. Josh MacLachlan motions to establish a board task force to finalize remediation plan as per the letter from ACNW (10b)- Amy Charpentier seconds
 - ii. Discussion
 - 1. Josh and Amy be on this committee.
 - 2. Due October 1, 2019
 - 3. TPS will draft (tiger team)
 - iii. Motion Passes with following votes:
 - 1. Amy Charpentier - Aye

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2. Josh MacLachlan - Aye
 3. Leann Lindusky - Aye
 4. David Massey - Aye
- d. Appointment of new board members
- i. Josh MacLachlan motions to appoint Tenille Warren to board - Amy Charpentier seconds
 - ii. Discussion:
 1. Tenille excited to serve
 2. Informed of time commitments
 - iii. Motion Passes with following votes:
 1. Amy Charpentier - Aye
 2. Josh MacLachlan - Aye
 3. Leann Lindusky - Aye
 4. David Massey - Aye
12. Adjourn
- a. David motions to adjourn at



- September 2019-
Financial Statements

Prepared By:
Nate Winter



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Academic Arts High School Executive Summary

*To accompany the September 2019 financial statements, as presented to the
School Board*

** As of month-end, 25% of the year was complete

Enrollment

- Current Approved Budget: 99
- Current School Enrollment: 95
- Current Average ADM: 98
- Variance: -2

Statement of Activities

Cash at the end of September was \$327k, which is a \$45k increase from prior month. This was due to another holdback payment being made in September. The current year estimated state receivable that is owed to the School through month end was \$112k. The prior year state receivable owed to the School through month end was \$31k.

The *estimated* beginning fund balance for the year is \$304,940.

Schedule of Budget and Actual Revenue and Expenses

The % of Budget column is where the School was for the month of September:

- Revenues for the month were at 25% of budget:
 - Two IDEAS payments on the 13th and 30th
 - Prior year payments for Gen Ed, Special Ed and Lease Aid
- Expenditures for the month were at 19% of budget:
 - Normal monthly payroll and benefits
 - Normal monthly payments of rent, contracted services, and supplies went out

Other Items of Importance

- The beginning balances are estimated FY19 figures. The audit will be taking place in October and will be finalized at that time

No assurance is provided on these financial statements and supplementary information. See selected information.

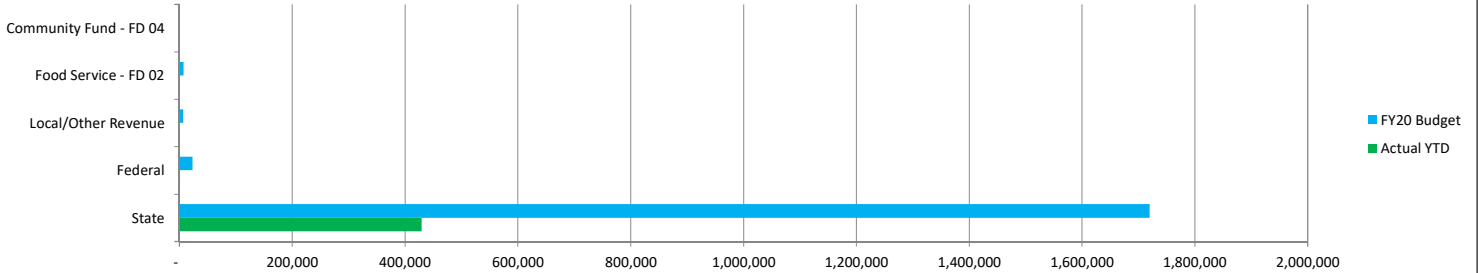
Academic Arts High School Financial Dashboard

September 2019 25% of School Year Complete

REVENUE

<u>Total Revenue this Month</u> \$188,908	<u>Total Revenue YTD</u> \$432,697	<u>Budgeted Revenue FY20</u> \$1,759,407	<u>% of Revenue Budget</u> 25%
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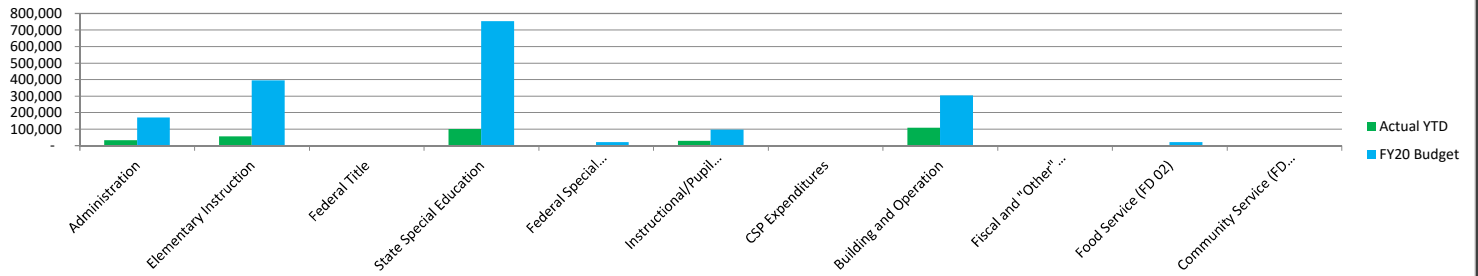
Revenue - Actual vs. Budget



EXPENSE

<u>Total Expense this Month</u> \$144,440	<u>Total Expense YTD</u> \$328,628	<u>Budgeted Expense FY20</u> \$1,759,193	<u>% of Expense Budget</u> 19%
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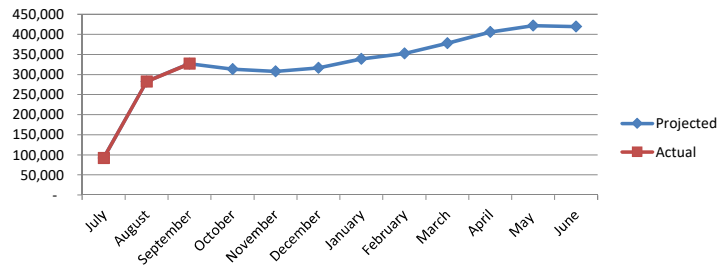
Expense - Actual vs. Budget



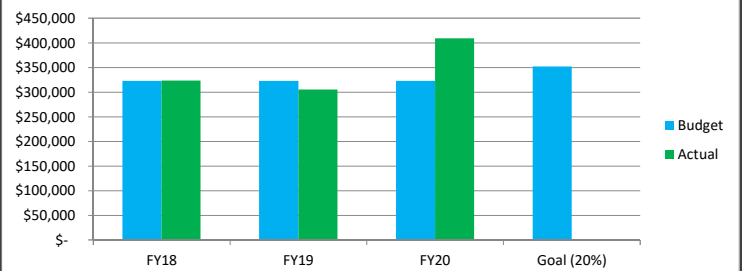
BALANCE SHEET

<u>Cash at End of Month</u> \$326,763	<u>Cash at End of Prior Month</u> \$282,295	<u>Beginning Fund Balance - FY20</u> \$304,940	<u>Budgeted Fund Balance - End of FY20</u> \$322,730
<u>Cash at Beginning of Year</u> \$131,240	<u>Projected Cash Balance- End of FY20</u> \$419,215	<u>Fund Balance at Month End</u> \$409,009	<u>Long-Term Fund Balance Goal (20%)</u> \$351,839

Cash Flow Projection



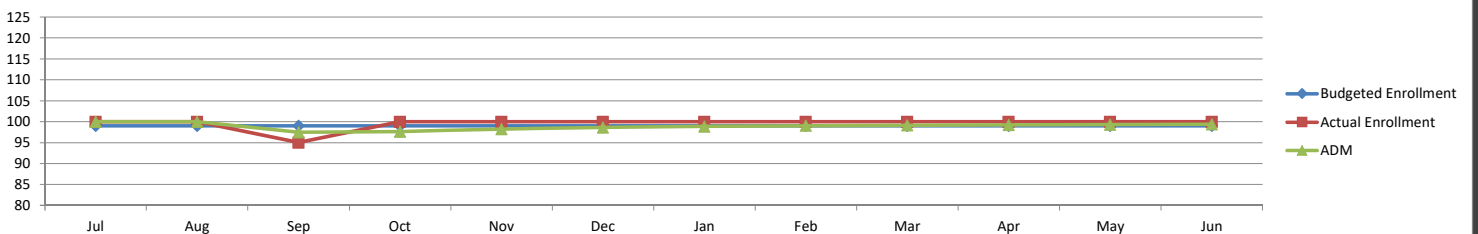
Fund Balance - Budget vs. Actual



ENROLLMENT

<u>Actual Enrollment at Month End</u> 95	<u>Budgeted Enrollment</u> 99	<u>Actual ADM - YTD</u> 98	<u>Actual vs. Budgeted Enrollment Variance</u> (2)
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Actual vs. Budgeted Enrollment



Academic Arts High School
Comparative Balance Sheet - All Funds
As of September 2019

	<i>Current Month</i>	<i>Prior Month</i>	<i>\$ Change</i>	<i>Un-Audited</i>	<i>YTD \$ Change</i>
	9/30/2019	8/31/2019		6/30/2019	
ASSETS:					
Current Assets:					
Cash	326,763	282,295	44,468	131,240	195,523
Accounts Receivable	-	-	-	-	-
Due from MDE - Prior Year Receivable	30,637	130,887	(100,250)	-	30,637
Due from MDE - Current Year Estimate	112,141	76,044	36,097	330,627	(218,486)
Due from Federal	9,765	17,919	(8,154)	16,272	(6,507)
Prepays	-	-	-	6,916	(6,916)
Total Current Assets	479,307	507,145	(27,838)	485,055	(5,748)
Capital Assets:					
Buildings and Equipment	-	-	-	-	-
Less: Accumulated Depreciation	-	-	-	-	-
Total Net Capital Assets	-	-	-	-	-
TOTAL ASSETS	479,307	507,145	(27,838)	485,055	(5,748)
LIABILITIES:					
Current Liabilities:					
Salaries Payable	60,874	40,583	20,291	146,239	(85,365)
Accounts Payable	9,424	0	9,424	219	9,205
Payroll Liabilities	-	26,729	(26,729)	33,657	(33,657)
Other Liabilities	-	-	-	-	-
Unearned Revenue	-	-	-	-	-
Line of Credit	-	-	-	-	-
Total Current Liabilities	70,298	67,312	2,986	180,115	(109,817)
FUND BALANCE					
Beginning Fund Balance as of July 1, 2019	304,940	304,940	-	322,859	
Net Income, FY2020 to Date	104,070	134,892	(30,823)	(17,919)	121,989
Ending Fund Balance	409,010	439,833	(30,823)	304,940	104,070
TOTAL FUND BALANCE	409,010	439,833	(30,823)	304,940	104,070
TOTAL LIABILITIES AND FUND BALANCE	479,307	507,145	(27,838)	485,055	(5,748)

No assurance is provided on these financial statements and supplementary information. See selected information.

Academic Arts High School

Balance Sheet

As of September 2019

	ALL FUNDS	<i>General Fund</i>	<i>Food Service</i>	<i>Community Fund</i>	<i>Capital Assets</i>
	Total	FD 01	FD 02	FD 04	FD 98
ASSETS:					
Current Assets:					
Cash	326,763	351,137	(24,374)	-	-
Accounts Receivable	-	-	-	-	-
Due from MDE - Prior Year Receivable	30,637	30,637	-	-	-
Due from MDE - Current Year Estimate	112,141	112,141	-	-	-
Due from Federal	9,765	9,765	-	-	-
Prepays	-	-	-	-	-
Total Current Assets	479,307	503,681	(24,374)	-	-
Capital Assets					
Buildings and Equipment (Less) Depreciation	-	-	-	-	-
Total Net Capital Assets	-	-	-	-	-
TOTAL ASSETS	479,307	503,681	(24,374)	-	-
LIABILITIES:					
Current Liabilities:					
Salaries Payable	60,874	60,874	-	-	-
Accounts Payable	9,424	8,561	863	-	-
Payroll Liabilities	-	-	-	-	-
Other Liabilities	-	-	-	-	-
Unearned Revenue	-	-	-	-	-
Line of Credit	-	-	-	-	-
Total Current Liabilities	70,296	69,435	863	-	-
FUND BALANCE					
Beginning Fund Balance as of July 1, 2019	304,940	327,164	(22,224)	-	-
Net Income, FY 2020 to Date	104,070	107,082	(3,012)	-	-
Ending Fund Balance	409,009	434,246	(25,237)	-	-
Investment in Capital Assets	-	-	-	-	-
TOTAL LIABILITIES AND FUND BALANCE	479,307	503,681	(24,374)	-	-

No assurance is provided on these financial statements and supplementary information. See selected information.

Academic Arts High School
Income Statement - Variance
 As of September 2019

25% of Fiscal Year 2019-2020 Complete

	YTD Actual	YTD Budget	YTD Variance	Original FY20 Budget	% of Budget
FUND 01					
DISTRICT REVENUE - GENERAL FUND					
Local & Other	1,053	1,875	(823)	7,500	14%
State - Gen. Ed. Aid	278,610	218,044	60,567	872,174	32%
State - Special Education	37,260	174,505	(137,246)	698,022	5%
State - Lease Aid	-	37,449	(37,449)	149,796	0%
State - Other	1,986	-	1,986	-	0%
<i>Estimated State Holdback Recognized</i>	112,141	-	-	-	N/A
PY Over/Under Accrual	-	-	-	-	N/A
Federal - Title	-	979	(979)	3,916	0%
Federal - Special Ed.	1,647	5,000	(3,353)	20,000	8%
TOTAL DISTRICT REVENUE - GENERAL FUND	432,697	437,852	(5,155)	1,751,407	25%
DISTRICT EXPENDITURES - GENERAL FUND					
Administration & District Support Services					
Salary & Benefits	9,468	19,326	(9,858)	77,304	12%
Purchased Services	14,901	18,361	(3,460)	73,444	20%
Supplies & Equipment	3,525	1,700	1,825	6,800	52%
Other Fees	5,215	3,250	1,965	13,000	40%
Total Administration & District Support Expenditures	33,109	42,637	(9,528)	170,548	19%
Instructional Expenditures					
Salary & Benefits	46,370	86,731	(40,361)	346,924	13%
Purchased Services	2,572	6,824	(4,252)	27,296	9%
Supplies & Equipment	6,485	4,950	1,535	19,800	33%
Other Fees	-	-	-	-	0%
Total Instructional Expenditures	55,428	98,505	(43,077)	394,020	14%
Federal Title					
Salary & Benefits	-	-	-	-	0%
Purchased Services	-	709	(709)	2,834	0%
Supplies & Equipment	-	-	-	1,082	0%
Other Fees	-	-	-	-	0%
Total Federal Title Expenditures	-	709	(709)	3,916	0%
State Special Education					
Salaries/Wages and Benefits	94,022	183,982	(89,960)	735,926	13%
Purchased Services	1,663	3,000	(1,338)	12,000	14%
Supplies & Equipment	-	1,080.00	(1,080)	4,320	0%
Transportation	4,499	-	4,499	-	0%
Other Fees	-	-	-	-	0%
Total State Special Education Expenditures	100,183	188,062	(87,878)	752,246	13%

No assurance is provided on these financial statements and supplementary information. See selected information.

	YTD Actual	YTD Budget	YTD Variance	Original FY20 Budget	% of Budget
Federal Special Education					
Salaries/Wages and Benefits	-	-	-	-	0%
Purchased Services	-	2,500	(2,500)	10,000	0%
Supplies & Equipment	1,647	2,500	(853)	10,000	16%
Other Fees	-	-	-	-	0%
Total Federal Special Education Expenditures	1,647	5,000	(3,353)	20,000	8%
Instructional/Pupil Support					
Salary & Benefits	5,673	10,245	(4,572)	40,981	14%
Purchased Services	22,666	13,598	9,068	54,390	42%
Supplies & Equipment	70	-	70	-	0%
Other Fees	-	-	-	-	0%
Total Instructional Support Expenditures	28,409	23,843	4,566	95,371	30%
Building & Operations					
Salaries/Wages and Benefits	-	-	-	-	0%
Purchased Services	36,968	18,065	18,903	72,260	51%
Facilities Lease	62,512	54,833	7,679	219,332	29%
Supplies & Equipment	445	500	(55)	2,000	22%
Other Fees	6,916	5,075	1,841	9,500	73%
Total Building & Operations Expenditures	106,840	78,473	28,367	303,092	35%
Fiscal & Other Fixed Cost Programs					
Purchased Services	-	-	-	-	0%
<i>Transfers to Other Funds</i>	-	-	-	-	0%
Total Fiscal & Other Fixed Cost Programs Expend.	-	-	-	-	19%
TOTAL DISTRICT EXPENDITURES - GENERAL FUND	325,616	437,228	(111,612)	1,739,193	19%
GENERAL FUND (01) - NET INCOME	107,082	624	106,457	12,214	
FUND 02					
DISTRICT REVENUE - FOOD SERVICE FUND					
Local & Other	-	-	-	-	0%
State	-	-	-	-	0%
Federal	-	2,000	(2,000)	8,000	0%
<i>Transfers from Other Funds</i>	-	-	-	-	0%
TOTAL DISTRICT REVENUE - FOOD SERVICE FUND	-	2,000	(2,000)	8,000	0%
DISTRICT EXPENDITURES - FOOD SERVICE FUND					
Salaries/Wages and Benefits	-	-	-	-	0%
Purchased Services	3,012	5,000	(1,988)	20,000	15%
Supplies & Equipment	-	-	-	-	0%
TOTAL DISTRICT EXPENDITURES - FOOD SERVICE FUND	3,012	5,000	(1,988)	20,000	15%
FOOD SERVICE FUND (02) - NET INCOME	(3,012)	(3,000)	(12)	(12,000)	
TOTAL REVENUES - ALL FUNDS	432,697	439,852	(7,155)	1,759,407	25%
TOTAL EXPENDITURES - ALL FUNDS	328,628	442,228	(113,600)	1,759,193	19%
NET INCOME (LOSS) - ALL FUNDS	104,070	(2,376)	106,445	214	
<i>Beginning Fund Balance 7/1/2019</i>	<i>304,940</i>			<i>322,515</i>	
Ending Fund Balance	409,010			322,730	

No assurance is provided on these financial statements and supplementary information. See selected information.

Academic Arts High School Payment Reg by Bank and Check

Co	Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Curr	Pay/Void	Amount
													Date	
4119	AB		7715		Wire	1	1101	CUB FOODS	No	Yes	No	USD	09/30/2019	8.99
4119	AB		7716		Wire	1	1101	CUB FOODS	No	Yes	No	USD	09/30/2019	410.00
4119	AB		7717		Wire	1	1224	YMCA Greater St. Paul	No	Yes	No	USD	09/30/2019	38.00
4119	AB		7718		Wire	1	1251	Fast Signs	No	Yes	No	USD	09/30/2019	313.48
4119	AB		7719		Wire	1	1307	Walmart	No	Yes	No	USD	09/30/2019	71.24
4119	AB		7720		Wire	1	1313	Amazon	No	Yes	No	USD	09/30/2019	6.99
4119	AB		7721		Wire	1	1313	Amazon	No	Yes	No	USD	09/30/2019	76.24
4119	AB		7722		Wire	1	1313	Amazon	No	Yes	No	USD	09/30/2019	119.97
4119	AB		7723		Wire	1	1313	Amazon	No	Yes	No	USD	09/30/2019	69.74
4119	AB		7724		Wire	1	1313	Amazon	No	Yes	No	USD	09/30/2019	93.78
4119	AB		7725		Wire	1	1313	Amazon	No	Yes	No	USD	09/30/2019	28.01
4119	AB		7726		Wire	1	1313	Amazon	No	Yes	No	USD	09/30/2019	109.99
4119	AB		7727		Wire	1	1313	Amazon	No	Yes	No	USD	09/30/2019	10.95
4119	AB		7728		Wire	1	1313	Amazon	No	Yes	No	USD	09/30/2019	54.10
4119	AB		7729		Wire	1	1313	Amazon	No	Yes	No	USD	09/30/2019	24.69
4119	AB		7730		Wire	1	1313	Amazon	No	Yes	No	USD	09/30/2019	2.99
4119	AB		7731		Wire	1	1313	Amazon	No	Yes	No	USD	09/30/2019	19.69
4119	AB		7732		Wire	1	1348	target	No	Yes	No	USD	09/30/2019	10.26
4119	AB		7733		Wire	1	1348	target	No	Yes	No	USD	09/30/2019	51.39
4119	AB		7734		Wire	1	1470	Harbor Freight Tools	No	Yes	No	USD	09/30/2019	15.98
4119	AB		7735		Wire	1	1518	Vistaprint	No	Yes	No	USD	09/30/2019	110.05
4119	AB		7736		Wire	1	1775	Ford	No	Yes	No	USD	09/30/2019	1,163.71
4119	AB		7737		Wire	1	1775	Ford	No	Yes	No	USD	09/30/2019	461.38
4119	AB		7738		Wire	1	1775	Ford	No	Yes	No	USD	09/30/2019	1,163.71
4119	AB		7739		Wire	1	1775	Ford	No	Yes	No	USD	09/30/2019	461.38
4119	AB		7740		Wire	1	1778	Teacherspay teachers	No	Yes	No	USD	09/30/2019	5.37
4119	AB		7741		Wire	1	1778	Teacherspay teachers	No	Yes	No	USD	09/30/2019	8.63
4119	AB		7742		Wire	1	1778	Teacherspay teachers	No	Yes	No	USD	09/30/2019	5.40
4119	AB		7743		Wire	1	1833	Old National Bank	No	Yes	No	USD	09/30/2019	24.59
4119	AB		7744		Wire	1	1858	Restorative Practices: Alternatives to Susi	No	Yes	No	USD	09/30/2019	290.00
4119	AB		7745		Wire	1	1860	Saint Paul MN Parking	No	Yes	No	USD	09/30/2019	1.00
4119	AB		7746		Wire	1	1860	Saint Paul MN Parking	No	Yes	No	USD	09/30/2019	4.50
4119	AB		7747		Wire	1	1861	Minnesota State Parks	No	Yes	No	USD	09/30/2019	57.00
4119	AB		7748		Wire	1	1862	Waste Management	No	Yes	No	USD	09/30/2019	297.98
4119	AB		7749		Wire	1	1016	EDVISIONS COOPERATIVE	No	No	No	USD	09/30/2019	93,920.25
4119	AB		7699	1710	Check	1	1864	Transportation Plus	Yes	Yes	No	USD	09/18/2019	11,652.00
4119	AB		7698	1711	Check	1	1608	Costco	Yes	Yes	No	USD	09/04/2019	233.32
4119	AB		7700	1712	Check	1	1046	MN BCA	Yes	Yes	No	USD	09/20/2019	40.00
4119	AB		7701	1715	Check	1	1863	Jinan Foss	Yes	Yes	No	USD	09/24/2019	9.00

No assurance is provided on these financial statements and supplementary information. See selected information.

Academic Arts High School Payment Reg by Bank and Check

Co	Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Curr	Pay/Void	Amount
													Date	
4119	AB		7661	6338	Check	1	1850	TeacherCentricity, LLC	Yes	Yes	No	USD	09/04/2019	312.50
4119	AB		7696	6339	Check	1	1737	CKC Good Food	Yes	No	No	USD	09/26/2019	2,149.20
4119	AB		7697	6340	Check	1	1857	CST MN- BIN # 170065	Yes	No	No	USD	09/26/2019	4,845.00
4119	AB		7694	6341	Check	1	1642	Metro Sales	Yes	No	No	USD	09/26/2019	149.59
4119	AB		7692	6342	Check	1	1575	Southview Office CenterLLC	Yes	No	No	USD	09/26/2019	24,552.16
4119	AB		7695	6343	Check	1	1685	Stephanie Bade	Yes	No	No	USD	09/26/2019	73.23
4119	AB		7693	6344	Check	1	1625	Tech Rescue	Yes	No	No	USD	09/26/2019	912.73
													Bank Total:	\$144,440.16
													Report Total:	\$144,440.16

No assurance is provided on these financial statements and supplementary information. See selected information.

Academic Arts High School Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Receipt Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
1630	4119	AB	CR0919													
09.10.19	SERVS	Draw		1803	Credit	A	09/10/19	Wire	1	C1	Misc					
							4119	B	01	122	000				250.00	0.00
							4119	B	01	122	000				3,426.21	0.00
							4119	B	01	122	000				1,644.44	0.00
							4119	B	01	122	000				3,155.56	0.00
														Receipt Total:	\$8,476.21	\$0.00
														Deposit Total:	\$8,476.21	\$0.00
1631	4119	AB	CR0919													
09.15.19	IDEAS	Payment		1804	Credit	A	09/15/19	Wire	1	C1	Misc					
							4119	R	01	005	000 000 201 000				1,986.05	0.00
							4119	R	01	005	000 000 211 000				28,187.49	0.00
							4119	R	01	005	000 740 360 000				24,374.13	0.00
														Receipt Total:	\$54,547.67	\$0.00
														Deposit Total:	\$54,547.67	\$0.00
1632	4119	AB	CR0919													
09.30.19	IDEAS	Payment		1805	Credit	A	09/30/19	Wire	1	C1	Misc					
							4119	B	01	121	000				31,007.22	0.00
							4119	B	01	121	000				36,512.65	0.00
							4119	B	01	121	000				5,677.53	0.00
							4119	R	01	005	000 000 211 000				39,801.50	0.00
							4119	R	01	005	000 740 360 000				12,885.66	0.00
														Receipt Total:	\$125,884.56	\$0.00
														Deposit Total:	\$125,884.56	\$0.00
														Report Total:	\$188,908.44	\$0.00

No assurance is provided on these financial statements and supplementary information. See selected information.

**Academic Arts High School
 Historical and Forecasted Financial Statements
 Selected Information
 For the Three Months Ended September 30th, 2019 and Year Ending June 30th, 2020**

The school presents governmental fund financial statements using the current financial resources measurement focus and the modified accrual basis of accounting. As required by state statute, the school operates as a nonprofit corporation under Minnesota Statutes §317A. However, state law also requires that the school comply with Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS) which mandates the use of a governmental fund accounting structure.

The accompanying historical financial statements and forecasted financial statements include the following departures from accounting principles generally accepted in the United States of America and the guidelines for presentation of a forecast established by the AICPA:

- The historical and forecasted financial statements omit substantially all of the disclosures required by accounting principles generally accepted in the United States of America.
- The financial statements are not a complete presentation of governmental fund financial statements in accordance with the above standards.

The effects of these departures have not been determined.

Summary of Significant Assumptions

These financial forecasts present, to the best of management's knowledge and belief, the School's expected financial position, results of operations, and cash projection for the forecast periods. Accordingly, the forecasts reflect its judgment as of June 18th, 2019, the date of these forecasts, of the expected conditions and its expected course of action. The assumptions disclosed herein are those that management believes are significant to the forecasts. There will usually be differences between the forecasted and actual results, because events and circumstances frequently do not occur as expected, and those differences may be material.

Balance Sheet & Cash Projection Assumptions

1 Due from MDE	90 Days
2 Payables are expected to be paid at net	120 Days
3 Payroll Payables are expected to be paid at net	30 Days

Statement of Operations Assumptions

1 Revenue is expect to grow at a rate of	9%
2 Salaries, benefits, and taxes are expected to increase by	9%
3 All other expenses are expected to increase	7%

No assurance is provided.

AAHS School Remediation Plan

School Improvement Plan

For the 2019-2020 school year, Academic Arts High School (AAHS) will be working under a Remediation Plan with Audubon Center of the Northwoods (ACNW). This Remediation Plan will incorporate 4 parts:

- School Improvement Plan
- Professional Development Plan
- Academic Data Utilization
- 3 year Financial Plan

The school's TPS committee and the school board have been focused on ensuring that the work involved in these improvement plans are streamlined and consistent (i.e. the school should have consistent and common goals to maximize efficiency and efficacy).

To ensure this, the school's curriculum committee is collaborating with the school board, a contractor (Greg Schnagl) and advocates from the Regional Centers of Excellence (RCE) to streamline improvement efforts. The contractor and RCE advocates attend curriculum committee meetings together to provide insight, ask clarifying questions, and help with planning. These partners of the school have also made it their goal to continue to point our efforts towards data collection and analysis as well as designing and implementing a curriculum that is both aligned with standards and routinely uses evidence based practices.

Greg Schnagl is contracted to work with our Curriculum Committee to determine curricular gaps in relationship to Minnesota state academic standards, formulate questions, and design a formal curricular map that any student could benefit from when beginning or continuing their educational journey at Academic Arts. Student learning will reflect higher expectations and student engagement will increase as teachers are more intentional about using the academic standards and research based instructional strategies for further effectiveness. He will implement this plan through:

- 1:1 meetings with general and special education teachers,
- Data analysis,
- Weekly stand up meeting facilitation,
- Curriculum map design, maintenance, and presentation.

Greg will also complete biannual teacher observations (minimally) or more often if the teacher is on an improvement plan. He will ensure that each teacher has participated in a full scale observation cycle for the current school year. By doing this, our school will exceed the requirement in MN State Statute 122A.41 Subd. 5. During his 1:1 meetings with staff, he will be focusing on developing and aligning their evaluation-based professional goals with the school's goals, state standards, implementation of rigorous and standards-aligned curriculum. Following those 1:1 meetings, Greg will make a recommendation regarding professional development that would be beneficial to both the individual and school curriculum and programming.

Along with the curriculum consultant, TPS has appointed an accountability team (Tiger Team) that will be overseeing the overall implementation of the program. The Tiger Team will recognize when the team needs to make program, curriculum, and staffing changes aimed at increasing student engagement and improving student achievement. The learning program will be data-driven and when data suggests poor grades or outcomes, Tiger Team will step in to alert TPS and begin changes that will reflect failing academic and transition areas.

The school and board are continually working to improve and have altered this strategy and identified additional improvements on which to focus in the 2019-2020 school year. Specifically, the school's curriculum committee has recognized that Project Based Learning, though effective in many situations, should not be the foundation of the school's curriculum. Rather Project Based Learning should be considered one of many evidence based practices that teachers utilize to meet the educational needs of students. In the same way, tools such as Newsela will be used to support higher level learning in a cross curricular reading and writing approach.

As outlined in the School Improvement Plan created with the Regional Centers of Excellence, the identified root cause of low academic success (resulting in low graduation rates) is student disengagement. The purpose of the strategy in the SIP, to implement an evidence-based and engaging curriculum, will remain the same. The focus on PBL alone will change so that it includes all evidence-based strategies that result in effective, engaging, experiential learning. This learning will happen in classroom and field-based experiences for further engagement. The curriculum committee will continue to work closely with Greg Schnagl and the RCE advocates to ensure that curriculum design is robust, rigorous, and effective.

The developing curriculum will be documented and stored electronically to ensure that it is accessible to current and future staff. The AAHS board will be able to review, as necessary, to ensure that Minnesota academic standards are being addressed thoroughly. In the same way, student and school culture is addressed through expectations outlined in the Student-Parent Handbook that is issued to students and returned with an agreement to abide by the expectations addressed. The Code of Conduct is available electronically to students and their families.

The school will continue to focus on social-emotional learning (SEL) to help support student engagement and achievement. Staff and students continue to build common language and strategies to address social-emotional issues that impact achievement. School support staff remain educated on current research-based interventions and promising practices that influence student growth and achievement in the classroom and community. The School Social Worker provides social/emotional training to all staff once a month. The School Social Worker runs weekly groups with students to help them build skills to excel in the classroom by focusing on one of the five competencies; self-awareness, self-management, social awareness, responsible decision making, and relationship skills. SEL is further supported through morning REACH (Relationships, Education, Accountability, Character, Hard work) advisories, restorative practices, and service learning.

Professional Development Plan

An evaluation system was developed for all TPS staff and fully implemented in the 2018-2019 school year. The plan details how the school implements teacher evaluation, professional development, and teacher improvement plans (if warranted), and can be found in APPENDIX A.

The evaluation system was established to hold staff accountable to the expectations of rigor both in student behavior and curriculum assessment. TPS members are establishing individual professional SMART goals each year. An additional requirement is for each professional goal to be tied to our academic goals with ACNW.

The contractor that the school hired to help develop the evaluation system and conduct teacher observations was used through the 2018-2019 school year but was replaced with the current Contractor, Greg Schnagl, in June 2019. The curriculum committee (consisting of general education teachers, Special Education teachers, and the School Psychologist) will continue to work with the contractor on a weekly basis to develop and refine the school's curriculum. They will review student data and make changes to the teaching strategies being implemented and/or curriculum when the data does not show continued improvement. The long term goal is to establish a database of engaging, effective curriculum aligned with cross curricular themes. The curriculum database will consist of the 3-4 year cycle with state standard sequencing aligned to classes.

The school will employ many different areas of professional development for our staff, dependent on student and teacher observed and measured needs. In the past, the TPS staff has

attended education conferences together in order to meet their own individual growth areas as well as gain knowledge in other district practices with professionals in the field of alternative education. Our TPS team will be reviewing themes and trainings offered at our annual conference before registering in order to determine if it meets the needs of our staff. Additionally, TPS has been mindful about researching and vetting the professionals that they use for training the classroom teachers on new and improved strategies and interventions. The purpose of working with outside contractors is to improve student outcomes and achievement. Our current contractor has been a wealth of knowledge for the team and will continue to support us through weekly meetings, individual growth plans, and as-needed training. Furthermore, we see a need for providing professional development for use of research-based strategies and interventions to improve classroom management and classroom environments. In the future, TPS would like to hire other individuals that can offer targeted trainings for the areas of need that will be identified using our academic data as well.

TPS will be mindful of how and who is hired for these purposes. The Regional Centers of Excellence have been an important and cost effective way to immediately address a demand by reaching out and asking for resources for a specific need. Regular meetings with the RCE staff have been established and helpful as we round out our learning program with many resources that they are familiar with or that they have access to.

We are focused on formalizing professional development over a calendar year based on student and teacher need evidenced by student academic data and expressed teacher need. The TPS team has built in ten days of staff development during the summer. In addition to summer time, there are four built-in days during the school year that are meant to be dedicated to training that staff have identified a desire for attending or that the Tiger Team or TPS has identified as a need. Staff are encouraged to find and utilize trainings during their non-contracted days in order to improve their effectiveness.

Academic Data

The AAHS school board is tracking data electronically to show progress toward meeting the academic goals outlined in the contract with ACNW. Individual TPS members have been identified as points of contact for each goal, and there is ongoing communication to collect required data for these goals. This communication is held accountable by the school's Tiger Team.

The school curriculum committee is holding weekly meetings to analyze and discuss curriculum-based and normed academic data. The committee makes use of qualitative and

quantitative data for addressing the needs of individual students and larger student populations. This data informs curriculum development and further staff development for individuals or the team.

Ongoing evaluations are being conducted to review how assessments and student's PBL projects are tied to standards and student learning outcomes. Teachers are held accountable by observations done by a qualified professional (in 2019-2020 school year, Greg Schnagl) and resulting professional goals and improvement plans, as necessary. Greg has encouraged the staff to have students complete projects with a "Consume, Create, Communicate, and Confirm" step system. After projects and assignments are completed, teachers gather data points to inform the weekly data meetings and its agenda. During the observation, Greg may introduce individual or group informal professional development that is based on his observational data.

In order to further utilize data that is available to us, the team has begun to collect and analyze data regarding student academic skills with specific reading and math probes, as well as using the NWEA assessment for additional and more detailed information. The NWEA assessment gives clear guidelines for the mastered skills that a student has as well as educational gaps that influence a student's achievement. This data further directs the management and supervision of our curriculum design.

NWEA data was used to identify students for reading interventions during the 2018-19 school year. More than 80% of students who were enrolled in reading interventions improved their NWEA reading and language usage scores.

The school's math program invested in IXL software as a means to gather student data in math. This data is used to identify student levels in respective math classes and informed how interventions were implemented within those classes. IXL, in addition to formative and summative assessment data developed for the math curriculum, will continue to be used in the 2019-2020 school year to inform instruction.

The TPS Committee has established a support team to improve overall school attendance rates. This support team has started to create a system of attendance accountability and parent engagement that assists our students. The immediate parent contacts have already dramatically increased morning attendance as well as sustained attendance throughout the school day. In addition to this support team, TPS has identified specific goal areas that the support team can be working on with students to improve their coping strategies during the school day to encourage presence and mindfulness while also discouraging leaving school early. This immediate use of data is intended to improve attendance rates identified in our school's contractual goals.

The Regional Centers of Excellence (RCE) has committed to attending these data meetings on a frequent basis. The RCE team will be able to assist with analyzing more complex data reports. The RCE team has also committed to visiting the school to perform walk-throughs in the school to observe classrooms and teacher instruction. They can be available to meet with teachers during their prep hours to discuss these observations and give feedback or direction regarding useful resources, training, or strategies that could be implemented in real time.

Three-year Financial Plan

Please see attached

Appendix A

3.11 Professional Growth and Evaluation System

The AAHS TPS Staff Evaluation Plan is built upon three foundations: practice and feedback, student engagement, and student growth culminating in an individually presented portfolio. The system meets all requirements of Mn State Statute 122A.41 Subd. 5. Where appropriate - the statute section is referenced in *italics*.

(2) must establish a three-year professional review cycle for each teacher that includes an individual growth and development plan, a peer review process, and at least one summative evaluation performed by a qualified and trained evaluator such as a school administrator.

The AAHS system exceeds this requirement as each TPS staff member completes a full cycle of activities each year. AAHS professional development activities and Professional Learning Community topics are based on needs established through the system.

(4) must coordinate staff development activities under sections 122A.60 and 122A.61 with this evaluation process and teachers' evaluation outcomes; (6) may include job-embedded learning opportunities such as professional learning communities.

Individual Growth Plan:

All TPS members will complete the individual growth plan (IGP) in the fall and present to evaluator for feedback and to the TPS in final form. Individual commits to following through on all aspects of the IGP; and will meet with the evaluator to finalize and present a summary of growth at year end to TPS.

Observation and Evaluation Meeting:

The individual is observed and evaluated twice a year using the adapted Danielson rubric. A qualified evaluator will observe and evaluate each TPS staff year and will conduct walkthroughs to gather ongoing data on the domains of planning, environment and instruction. After each observation, the evaluator gives feedback in the form of noticing's and wondering's. After the second observation, the evaluator and staff member meet to collaborate and determine rubric scores. The goal is to come to consensus. If the two do not come to consensus, it is appropriate for each to put a different score. Staff members will use this data as portfolio evidence in their self-assessment.

(3) must be based on professional teaching standards established in rule.

(11) must require qualified and trained evaluators such as school administrators to perform summative evaluations and ensure school districts and charter schools provide for effective evaluator training specific to teacher development and evaluation;

** In replacement of the observations, the behavior lead and administrative manager will complete self-evaluations co-created with the evaluator.

Peer Observation Cycle Completion:

Individuals will complete one peer observation of another TPS staff member; and also, has a peer observe his/her practice. Peer observers use a learning walk protocol where staff members will identify their own area of practice to be observed by the peer observer. The peer observer will use a protocol to provide feedback to the individual.

(5) may provide time during the school day and school year for peer coaching and teacher collaboration.

****** In replacement of the peer observations, elected TPS staff members will complete peer surveys for the behavior lead and administrative manager based on their job descriptions.

Student Engagement:

Staff members will provide evidence of student engagement.

(10) must use longitudinal data on student engagement and connection and other student outcome measures explicitly aligned with the elements of curriculum for which teachers are responsible, including academic literacy, oral academic language, and achievement of English learners;

Student Achievement or Growth:

As required by statute, 35 percent of the formal evaluation rating will focus on student learning and achievement, referred to as "student growth." Student growth is measured by Northwest Evaluation Association Measures of Academic Progress (NWEA MAP). Since all teachers contribute to improving reading instruction, the selected growth goal for all students will be: "50% of all AAHS students will meet their expected growth target as measured by fall to spring administration of the NWEA MAP in reading."

(9) must use data from valid and reliable assessments aligned to state and local academic standards and must use state and local measures of student growth and literacy that may include value-added models or student learning goals to determine 35 percent of teacher evaluation results.

Portfolio Presentation:

The staff member presents an end of year portfolio to TPS. It represents a summary of their own performance for the year, including highlights such as Peer and Evaluator Observations, Self Evaluation, Peer Student Engagement, Peer Surveys and the Individual Growth Plan. It culminates with the individual describing goals for next year.

(8) must include an option for teachers to develop and present a portfolio demonstrating evidence of reflection and professional growth, consistent with section [122A.18, subdivision 4](#), paragraph (b), and include teachers' own performance assessment based on student work samples and examples of teachers' work, which may include video among other activities for the summative evaluation;

TPS staff Improvement Plans and Consequences:

If any of the three following conditions exist, an Improvement Plan (IP) is required:

1. A staff member does not adequately participate in their evaluation process (as determined by feedback from peers, observers or the trained evaluator).
2. A staff member does not complete any of the required elements of the TPS Staff Evaluation System.
3. A staff member is rated "Developing" in 4 of the 7 rubric areas observation evaluation rubric by the trained evaluator.

The purpose of the IP is to serve as a notice to the staff member that they must be able to demonstrate progress in the area(s) of concern within a reasonable timeframe agreed upon by the Evaluation Task Force. The IP will include very specific goals and action steps that the individual plans to take, as well as supports that the school will either provide or connect the staff member to. Progress will be evaluated by TPS and the trained evaluator. If TPS determines that inadequate progress has been made:

- The individual will be notified by Human Resources that the school is searching for candidates to fill their position. In this case, the staff member is expected to continue to perform the duties of their job and continue to strive to achieve the goals of the IP. If the individual does make satisfactory progress toward the goals of the IP during the time that the school is searching for a replacement, the administration will consider not replacing that individual.

Or

- The staff member will be notified by Human Resources that their contract is terminated.

(12) must give teachers not meeting professional teaching standards under clauses (3) through (11) support to improve through a teacher improvement process that includes established goals and timelines; and

(13) must discipline a teacher for not making adequate progress in the teacher improvement process under clause (12) that may include a last chance warning, termination, discharge, nonrenewal, transfer to a different position, a leave of absence, or other discipline a school administrator determines is appropriate.

Yearly Review:

Each staff member has a Yearly Review meeting at the end of each school year. This involves staff, parent, and student evaluations, the completed Professional Development Plan, and a discussion of any outstanding work or corrective action that occurred throughout the year.

Compensation Review:

When all Yearly Reviews have taken place, the full staff will complete a compensation review together in which changes in salary will be discussed. The outcome of the Yearly Review and the status of the school budget will play major roles in the salary discussions.

Current policy:

Academic Arts Family Leave Policy

Provide 6 calendar weeks of family leave at 100% of salary for a new child regardless of medical need (i.e. birth mothers, fathers, and adoptive parents all qualify) in conjunction with the forfeit of 10 days of accrued PTO. Without forfeit of 10 days of PTO, leave would be at 60% of salary.

Those taking Family/Medical Leave are not responsible for the duties that fall under their job description, however, some duties within the job description, as well as outside of it, can be contracted to the employee upon Personnel Committee approval.

Clarified wording for board (TPS determined hourly employees do not apply for this family leave - birth mothers can however use Short-term disability and FMLA):

Academic Arts Family Leave Policies

For all AAHS employees, Short-Term Disability and the Family Family Medical Leave Act may apply to you for time off.

Academic Arts Six Week Family Leave Policy for Salaried Employees

Academic Arts High School provides 6 calendar weeks of family leave at 100% of salaried employee pay for a new child regardless of medical need in conjunction with the forfeit of 10 days of accrued PTO. Without forfeit of 10 days of PTO, the school provides leave at 60% of employee pay. For birth mothers, this policy is used in conjunction with short term disability. Those taking Family/Medical Leave are not responsible for the duties that fall under their job description, however, some duties within the job description, as well as outside of it, can be contracted to the employee upon Personnel Committee approval.



Academic Arts High School

PUBLIC CHARTER SCHOOL DISTRICT # 4119-07

*SCHOOL YEAR 2018-2019
WORLD'S BEST WORKFORCE & ANNUAL REPORT*

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School Information

Contact Information

Josh MacLachlan
60 East Marie Avenue, Suite 220
West St. Paul, Minnesota 55118
651-457-7427; www.academicarts.org

Academic Arts High School is managed as a Teacher Powered School rather than employing an administrator. In the Teacher Powered School (TPS) model, teachers have the collective autonomy to make decisions influencing the success of the school, with roles and responsibilities previously handled by the school director allocated to teachers.

GRADES SERVED: 9-12

YEAR OPENED: 2004

This report was completed in collaboration with Designs for Learning

Contact: Andrew J. Adelman, Director of Evaluation, 651/255-8830 or
aadelmann@designlearn.net

Mission and Vision

Mission: Learn by doing. Embrace your place in the world, prepare for the future. And make friends along the way.

Vision: At AAHS, our vision is a generation of young people who can navigate the world with the awareness, knowledge, attitudes, and skills necessary to make a positive impact. In an increasingly complex time, it can be difficult to know the right path. At AAHS, we focus on our strong community where we get to know each other as individuals, encourage each other when times get tough, hold each other accountable, and work together to succeed.

Authorizer Information

Academic Arts High School's authorizer is the Audubon Center of the North Woods (ACNW). Academic Arts High School is able, with the ongoing support of ACNW through superior oversight, evaluation, feedback, and strategic support, to keep the school a safe place for students that adheres to the academic, financial, operational, and environmental education performance goals agreed upon in their authorizer contract. The authorizing vision of ACNW is to authorize a portfolio of high performing charter schools that instill a connection and commitment to the environment in their school communities while working towards a healthy planet where all people live in balance with the Earth. Academic Arts High School strives to be a model school that fits this vision.

The authorizing mission of ACNW is to ensure quality academic and environmental literacy outcomes for students in Minnesota by conducting effective oversight and evaluation of its authorized schools, providing strategic support to schools, and making informed and merit-based decisions about its portfolio of charter schools.

The authorizing vision of ACNW is to authorize a portfolio of high performing charter schools that instill a connection and commitment to the environment in their school communities while working towards a healthy planet where all people live in balance with the Earth.

Erin Anderson, Director of Charter
School Authorizing

Audubon Center of the North Woods
Charter School Division
43 Main St. S.E., Suite #507

Minneapolis, MN 55414

612-331-4181

www.auduboncharterschools.org

Implementation of Primary and Additional Statutory Purposes

The primary purpose of Academic Arts High School is to improve all pupil learning and student achievement. Efforts to implement this primary purpose for Minnesota charter schools are described throughout this report.

Academic Arts High School meets the primary statutory purpose, to improve all pupil learning and all student achievement, through its four pillars: Authentic Learning, Environmental Education, Real-World Readiness, and Personal Relationships (described in detail below, in the Educational Approach & Curriculum section). These pillars are aligned with the school's mission, to *Learn by doing, embrace your place in the world, prepare for success, and make friends along the way.*

The school's learning program fosters authentic learning by incorporating project-based learning (informed the High Tech High project design model) into all classes. Cross-curricular themes allow students to dive deep into the same topics from different perspectives in all classes within a quarter. Experiences (i.e. field trips, speakers, seminars, etc) aligned with quarter themes provide students with further context on the themes that they are studying in classes. Students prove mastery of standards not by completing tests but by addressing common topics in different classes to produce and present projects by deadlines. Projects are designed to require mastery of standards in order to be completed.

The school's culture and norms foster environmental education through the ubiquitous presence of and focus on the seven Leave No Trace (LNT) principles. Throughout the year, students participate in activities that instill the values of the leave no trace principles in the school and in their lives outside of school. Several overnight trips, including trips to the Audubon Center of the North Woods and to the Steger Wilderness Center, give students opportunities to practice these principles in natural settings.

Key features of the schools learning program foster real-world readiness by developing specific life-skills. Courses such as Life Plan and Senior Project are examples of graduation requirements that provide students with basic skills needed for life as an adult (e.g. opening a savings account, registering to vote, finding housing, balancing a personal budget, researching career options, etc.). Also, the structure of the block system (4 weeks of two-hour classes ending in an exhibition of work) emulates a workplace where teams work on fewer projects for longer amounts of the day for a limited time up until a deadline at which they present their progress to the entire community and celebrate their accomplishments. This is in contrast to a traditional school schedule where students work on several (6-8) unrelated subjects per day for only a short time and show their work only to teachers of respective subjects.

The school's learning program, culture, and norms promote personal relationships. Personal relationships allow students and staff to better hold each other accountable for pupil learning and student achievement. The REACH program provides a safe and confidential forum through which students can talk through and get support with issues that may affect their achievement in school with a group of trusted staff and peers. Restorative justice and PBIS practices further foster these personal relationships.

AAHS also seeks to meet one of the additional statutory purposes of a charter school: the program increases learning opportunities for all pupils by providing a small, project-based program where students who may not thrive in traditional high schools can learn and build their unique paths toward graduation and beyond. AAHS is deeply invested in preparing students for life outside of High School. AAHS utilizes project based learning to reach that goal because it reflects the way students will live their lives after graduation. Group work is highly emphasized and reflects the team-oriented environment of the workplace. Each year AAHS makes a point of visiting community colleges, technical schools and **after school graduation opportunities**. AAHS invites representatives of post-secondary programs to visit to speak about their programs, campus life, and financial options for schooling. The focus is on setting students up for a successful life post-graduation.

[the above from Contract language]

Regarding the components of the World’s Best Workforce, AAHS focuses on ensuring all students are ready for life after high school through career skills development and college readiness.

Student Enrollment & Demographics

STUDENT ENROLLMENT

Enrollment at Academic Arts High School has remained at approximately 100 students over the past last several years. **During 2017-18 AAHS approached its enrollment cap of 105 students [update / comment on decline in enr to 2018-19? -105 was projected for the yr per '17-18 report].**

Number of Students Enrolled, by grade	2016-17	2017-18	2018-19	2019-20 (projected)
9th Grade	4	16	7	
10th Grade	20	19	25	
11th Grade	37	22	20	
12th Grade	42	41	38	

Number of Students Enrolled	2016-17	2017-18	2018-19	2019-20 (projected)
Total	103	98	90	
Total ADM (Average Daily Membership) for year	96.64	96.75	[??]	

STUDENT DEMOGRAPHICS

Demographics at Academic Arts have remained similar from year to year. AAHS consistently enrolls about one-third Special Education students and about 40% eligible for free/reduced school meals. The AAHS student body continues to be ethnically diverse, which fits well with the school’s mission of developing world-learners.

Demographic Trends ¹	2016-17	2017-18	2018-19
Total Enrollment	103	98	90
Male	52	44	41
Female	51	54	49
Special Education	34	29	32
English Learners	4	-	-
Free/Reduced Priced Lunch	41	32	34
Black, not of Hispanic Origin	10	9	7
Hispanic/Latino	20	26	31
Asian/Pacific Islander	2	-	-
American Indian/Alaskan Native	5	6	6
White, not of Hispanic Origin	63	52	43
Multi-racial	3	5	3

Student Attendance, Attrition & Mobility

STUDENT ATTENDANCE

Regular attendance from students continues to be a challenge at Academic Arts High School. As the below table shows, overall average percent-of-attendance has been between 76-82% the past three years. AAHS staff continue to pursue strategies to encourage all students to attend school regularly. These strategies include the REACH program, discussed in the Innovative Practices section of this report, which began in 2016-17 and has continued since. REACH facilitates relationship building and goal setting with students, both of which improve attendance. The hope is that continued use of this program will result in more consistent attendance in the next school year [update on this? -just say, 1 of the strategies to support more consistent att.?].

	2015-16	2016-17	2017-18	2018-19
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¹ Data reported here is based on Oct. 1 enrollment counts.

Overall Student Attendance Rate	77.5%	81.6%	76.9%	???
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STUDENT ATTRITION

Retention of students from October 1, 2016 to October 1 of 2017 was 55% (of 66 students enrolled 10/1/16, 36 remained at AAHS 10/1/17). This is a decline from the previous October 1-to-October 1 retention figure which was 62.6%; but remains ahead of the prior year, when this figure was only 44.7%

The percentage of students who were enrolled in the spring of 2016, excluding graduates, who returned the next year in the fall of 2017 was 72% (of 68 non-graduating students enrolled in the spring of 2017, 49 returned in the fall. This is a decline from the previous spring-to-fall retention figure which was 89.4%, but remains ahead of the prior year when the figure was 50.9%. [need to update - data req from Shoua 10/8]

Percentage of students* who were continuously enrolled between October 1 of the 2017-2018 school year and October 1 of the 2018-19 school year.	???
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**Does not include graduating students*

Percentage of students* who continued enrollment in the school from Spring 2018 to October 1, 2018.	???
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**Does not include graduating students*

AAHS has seen much more stable enrollment numbers within the last two years despite the lower retention between FY '16/'17 and FY '17/'18. The team attributes this to higher graduation rates over the last two years, more consistency with behavior policies and procedures because of new staff and structure, the use of data in all new school-wide decisions made, and more overall accountability in the school setting by all staff [update comment?].

STUDENT MOBILITY

	Summer Transfers In	Number of students on Oct. 1	Mid-year Transfers In	Mid-year Transfers Out	Total Mid-year Transfers	Mobility Index* (as a percent)
2014-15	1	79	45	19	64	81%
2015-16	5	94	42	23	65	69%
2016-17	1	103	37	23	60	58%

* Total mid-year transfers divided by number of students on October 1.

Mobility references the number of students transferring in or out of the school during the school year. AAHS mobility figures remain relatively high, but declined over the previous three years, to 2016-17 (MDE’s reporting of mobility data lags approximately two years such that 2017-18 figures are not available for comparison) [still the case 10/8 - will chk again before finalizing rpt]. A positive indicator is that there continue to be significantly more mid-year transfers in, than out.

Percentage of students who were enrolled for 95% or more of the 2018-19 school year.	[??]
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Proportion of students enrolled for almost the whole school year is slightly higher than last year; the figure for 2016-17 was 40.4% [update comment - figure for 2017-18 was 44.8%].

Educational Approach & Curriculum

[haven’t updated - could replace language here w/matl from Exhibit D of the charter contract “Description of Ed. Program: In-school Time”] The Academic Arts High School educational approach is to: “Learn by doing, embrace your place in the world, prepare for success, and make friends along the way.” AAHS utilizes a foundational approach to student success. AAHS values information, techniques, and skills that are learned outside of the classroom and seeks to integrate core classes with Project Based Learning and traditional lecture-based classes. Project Based Learning (PBL) enables students to complete practical work that reflects their interests, in school and out of school skills, work independently, and collaborate with other students. This school model ensures students receive an education which aligns with state standards and caters to their interests. In the “real” world, where technology and knowledge are changing on a daily basis, it is imperative that students learn how to learn. It is necessary that students understand how to comprehend the information they are receiving and work with it. Project-based learning allows students to cultivate this skill. Traditional classroom time develops the core foundational skills needed for advanced and lifelong learning, and PBL gives students the time to apply those skills in a way relevant to their interests and passions.

The AAHS program uses a combination of traditional teaching for core subjects and Project Based Learning, that is teacher guided and student driven, for electives. Students work independently to develop strong self-advocacy skills. A student-driven project is a project designed by a student with the guidance of their advisor. The advisor ensures that the project addresses state standards for learning. Teacher-driven projects are devised by a student’s advisor; they are based on MN state standards and align with students’ credit needs. Group work is highlighted during projects, encouraging students to learn effective communication and collaboration. Self-advocacy and teamwork skills are essential for students to thrive in post-secondary education and careers.

Experiential Learning is a cornerstone of AAHS’ educational approach. Experiential learning theory defines learning as “the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience”¹. There are two ways in which people learn, some students learn through experiencing the concrete or tangible learning experiences. Others learn best through

thought and analysis². Teachers at Academic Arts use Experiential Learning to engage both types of learning. Also, field trips and excursions are utilized for concrete learning experiences, and presentations for analysis and reflection on these experiences.

Environmental Education-specific experiences at AAHS during 2017-18 included the following [update for '18-19 if retaining]:

Opening week all-school LNT challenge: Students in all advisories learned all 7LNT principles by practicing a mnemonic device. They then competed in an "LNT Challenge" competition. Advisories started at one end of a field at a local park. Their first challenge was to put arrange a set of individual words (cut out of a document) into the LNT principles, verbatim. Once they completed this task perfectly, their advisory could move on to the next stage: campsite setup. Advisories had to set up a campsite (tents, sleeping bags) and correctly put them away. The next stage was a waste disposal obstacle. The challenge was to properly dispose of a set of waste into appropriate receptacles (i.e. recycling, trash, compost).

Environmental Education Excursions. There were three overnight camping excursions during this school year. To prepare for camping trips, students plan meals, gear, and their route. Planning involves calculating appropriate nutrition and food amounts, so we do not waste resources or lack them. They must also select their gear, so we have the correct number of tents, sleeping bags, etc. so everyone has a place to sleep. Then they select our hiking route and campsite according to the Leave No Trace Principles which are incorporated into our school culture.

- Two overnight trips at the Audubon Center of the Northwoods, October 11-13, 2017 and April 30-May 2, 2018.
- Will Steger Center, May 25-27, 2018. Students volunteered with Will Steger who is a Polar Explorer and wilderness conservationist. In 2013 he began the process of developing a non-profit and Wilderness Center. In May of 2017 students spent several days at the Wilderness Center working with Will on his current projects to set up the center.

Students canoed on the Mississippi River through Wilderness Inquiry during experience week April 30-May 4.

Bike Incentive Program: a group of students worked on a Bike Incentive Program. They collected donated bicycles from the community, learned how to fix them, built a bike rack for the school out of salvaged materials, and planned safe routes to commute to and from school. Academic Arts now has a fleet of bicycles and helmets for students to check out and use.

AAHS policies and curriculum are guided by four pillars. These pillars help us maintain focus on what is most important to us as a learning community. We reference these pillars when making any decision that can affect our students and school:

AU THENTI C L EARNI NG

Students learn by studying topics that interest them and apply to their lives (*e.g., project-based learning, experiential days*)

² See Kolb, David A, et al. Experiential Learning Theory: Previous Research and New Directions. Weatherhead School of Management, 1999.

ENVIRONMENTAL EDUCATION

Students study environmental themes in their coursework (*e.g., river tours with national park rangers, annual Audubon retreat*)

REAL-WORLD READINESS

Students graduate from AAHS ready for life after high school. (*e.g., senior life plan, internships, college applications*)

PERSONAL RELATIONSHIPS

Students develop real working relationships classmates and staff (*e.g., project advisories, student organizations*)

AAHS does not have remediation or acceleration practices. Students are evaluated upon enrollment based on current credits. Projects are developed based on a student's learning targets, state benchmarks, curriculum and personal interest. This way, a student who is behind their peers can develop a program with their advisor to build on their current skill sets and accelerate their learning.

The Special Education population at Academic Arts High School represents roughly one-third of the student body. Students with an Individualized Education Plan (IEP) are integrated into the general education population as much as their IEP allows. Their coursework is modified as required by their IEP document. All of their classes are the same as general education students. AAHS utilizes the inclusion model of instruction, which keeps special education students and general education students in the same classes. Accommodations are made based on IEP needs.

AAHS continued to serve several EL students during 2017-18. These students' English language-learning needs were met through individual teaching time with trained paraprofessionals. AAHS provided students with digital equipment for guided reading and writing assignments. Students were provided iPads with speech-to-text apps and supplementary recorded readings to support learning.

Academic Arts High School is staffed to have less than twenty students per classroom/advisory group. The school employs five general education teachers, two and a half special education teachers, three paraprofessionals and a school psychologist. Each advisor has less than 20 students assigned to them. AAHS to keep class size small, focusing on individualized attention. Because of the high proportion of special-needs students, some of whom need one-on-one attention, staff includes a large number of special education teachers and paraprofessionals. Education staff during 2017-18 included five regular-education teachers, three special-ed. teachers, and nine special ed. para's, as well as a full-time school psychologist and social worker [update as needed].

Each student's advisor ensures that projects and core subject work contribute to overall student achievement and learning. Student work is in alignment with state standards; the project-based learning aspect contributes to AAHS mission of preparing students for life after high school. A senior-specific advisory team works with senior students to adequately prepare them for graduation.

A student graduating from AAHS will earn 86 credits. Students can choose from a multitude of

electives in their PBL seminars.

Innovative Practices & Implementation

[updates to this? -could ref. Exhibit D to contract, “Description of Ed. Program: In-school Time” - would highlight PBL in any case] Academic Arts High School is deeply invested in preparing students for life outside of High School. We utilize project-based learning to reach that goal because it reflects the way students will live their lives after graduation. Group work is highly emphasized and reflects the team-oriented environment of the workplace.

During 2017-18, Academic Arts HS continued to implement the REACH program, which was inaugurated the previous year. The Mission of the REACH program is to “REACH out and serve all students who need support, by helping them attain their place in life through academic and interpersonal success.” The REACH program is designed to focus and address what is happening outside of school that affects students academically. The program gives the student a voice and place to belong in their school. It provides a venue to develop a social and emotional connection between students and advisors. It addresses students’ needs through sharing and goal setting to promote personal growth. REACH stands for Relationships Education Accountability Character & Hard Work.

Implementation of the REACH program is a team effort of investing in the students and in staff who are making valuable connections that result in student improvement.

On Monday, students gather in their REACH groups to debrief on their weekend; they talk about the good, the bad, and the ugly. On Tuesdays, students set or review their goals. Goals can be both long and short term, but each week they are reviewed for progress. Students develop a school, personal, and family goal. On Wednesday, groups complete a group activity which is designed to enhance team building. On Thursdays, students have individual check-ins with their advisor while the other students in their group use the extra time to complete homework.

Academic Arts High School incorporates themes of Environmental Education, Technological Literacy and Social-Emotional Wellness throughout all scholastic disciplines. We do this because we believe that, alongside academic success, these themes are the cornerstone of healthy and responsible individuals. We teach these things cohesively throughout each classroom. Students utilize multiple forms of technology, including 3D printers and scanners, coding, software programs and other tools to facilitate fluid technological literacy and adaptability.

Key successes from the past school year

[AA to address, from [AAHS mtg 6-6-19 - AAnotes.docx](#)]The AAHS students’ schedule provides for long block periods each day and fewer subjects per day. This adjustment to the schedule, first put in place during the 2016-17 school year, allows students time to dig in and focus on the lecture and the coursework associated with the topic. Students receive the same amount of lesson time in each subject over the week but interact with fewer subjects per day. Students have reported that this system works better for them.

Veteran AAHS teacher Josh MacLachlan provided the following summary of the school’s

successes during 2017-18:

School Board: School board is stronger than ever. We have a full board consisting of people with diverse experience: one teacher, one parent, and seven community members (including two former parents, one former teacher, and one teacher at another area school). The board is closely involved in helping the school's leaders and holding them accountable for meeting contractual goals.

RACI Team (Responsible, Accountable, Consulted, Informed): RACI Team was established to help TPS committee to develop consistent protocols among committees. Board members and TPS members meet with a third party contractor to define who and which committees are responsible, accountable, consulted, informed on specific decisions that need to be made in running the school.

Growth: NWEA testing shows higher than average growth (when compared to schools nationwide) in our NWEA scores (see summary in Academic Performance section). This is according to representatives from NWEA in training that we had recently. Essentially, though students are well behind in proficiency in most content areas, they showed significant growth overall last year.

We've developed new goals with our authorizer that are consistent with what we are already doing. More importantly, all TPS staff and board members were integral to the process of developing these goals and are fully aware of their context. The leadership of the school has clear and consistent goals for the short and medium term (i.e. meet academic goals in Exhibit G of the new contract with authorizer).

Key challenges from past school year

While student attendance has increased from previous years, it continues to be a challenge for our students to attend school regularly and on time. The implementation of the REACH program had positive results and will be continued as our attendance intervention strategy.

Planning and then implementing the transition to a Teacher Powered School model, undertaken beginning with the 2017-18 school year, has been a positive challenge for AAHS staff. Since adopting the TPS model, team members have grown into leadership positions. One challenge associated with the TPS model is the many committees teachers need to participate in, in order to run the school³. This means many meetings, before and after school. One change in response to this was a revision to the AAHS schedule, that was planned for 2018-19: up to 2017-18 AAHS set aside every-other Friday for special project-work, with the intent of allowing time for staff to hold meetings. However, this did not work well, and beginning in 2018-19 the schedule has been standardized to be the same five days a week, but ending an hour earlier.

One challenge AAHS faced in planning for 2018-19 was replacing teaching staff: four of eight teachers chose not to return after the 2017-18 year, including the Instructional Lead who left AAHS in February. See the Staffing section for details. It is worth noting that three of the four departing teachers chose to leave the profession, rather than leaving AAHS to seek employment in another school. Replacing staff is challenging for any school, and particularly for a school with an unconventional governance model. The TPS team remains committed to

³ In addition to the Board's Financial and RACI (Responsible, Accountable, Consulted and Informed) committees, on which some teachers serve, there are 10 TPS committees: Behavior; Enrollment; Curriculum; Personnel; Academic Professional Learning Community; Crisis Team; Environmental; Facilities; Accountability Team; and SpEd Team.

taking the time to find the right staff, and fully integrating new staff members into the unique school culture of AAHS.

Again, Josh MacLachlan added this summary of challenges AAHS faced during 2017-18:

Last year, managing TPS duties (specifically, defining protocols) was very difficult. We spent too much time trying to figure out how to work together and not as much as we should have focusing on student data and our professional practice. We also did not allot ANY time in our days to do this. The change in schedule is in response to this realization.

In order to address problems with staff sustainability and student success, changes to the school's schedule and learning program were made. These changes affected some students and parents who were used to the way things used to be.

Academic Performance: Goals & Benchmarks

Progress on ACNW Contractual Academic Goals & WBWF Alignment

World's Best Workforce (WBWF) Goal Areas:

Ready for Kindergarten [R4K]: All students are ready for kindergarten.

- Not Applicable, Academic Arts High School does not serve PreK or Kindergarten students.

Reading Well by 3rd Grade [RG3]: All students in third grade achieve grade-level literacy.

- Not Applicable, AAHS does not serve third-grade students.

Achievement Gap Closure [AGC]: All racial and economic achievement gaps between students are closed.

- Differences in ethnic groups for Continuously Enrolled students are minimal and not useful for determining progress towards closing the achievement gap.

Career and College Ready [CCR]: All students are career- and college-ready before graduating from high school.

- AAHS Post-Secondary Readiness Measure 9.2: From FY18 to FY20, the aggregate percentage of students who pass their senior project and earn a “ready for workforce” designation on the work experience section of their senior project as per the workforce readiness rubric will be at least 80%.
- AAHS Post-Secondary Readiness Measure 9.3: From FY18 to FY20, the aggregate

percentage of graduates who are accepted into at least one post-secondary option (college/university, military, apprenticeship, post-secondary training program) prior to graduation will be at least 65%.

Graduate from High School [GRAD]: All students graduate from high school. (AAHS Post-Secondary Measure 9.1: From FY18 to FY20, the aggregate 4-year, 5-year, 6-year or 7-year graduation rate will be at least 67%.)

- o FY19 graduation rate data is not yet available, as of October 2019. For FY18, AAHS 4-, 5-, 6-, and 7-year graduation rates were 52%, 39%, 46%, and 41% respectively. [not meeting target - comment on this?]

The following section is organized around AAHS' Academic and Academic-Related Goals for the contract period July 2018 through June 2021, with data presented to address the goals, to the extent data was available, as of early October, 2019.

Indicator 1: Mission-Related Outcomes

Goal: Over the period of the contract, students at Academic Arts High School (AAHS) will demonstrate understanding and commitment to the school's mission.

Measure 1.1 - From SY18-19 to SY20-21, the aggregate percentage of students able to identify at least one trusted adult school staff member and at least one positive friendship with a school peer through a self-report online survey administered each spring will be at least 80%.

[need '18-19 data - did student survey? -noted in '17-18 report - AAHS has begun work in this area and is instituting Restorative Justice during 2018-19 to facilitate conflict resolution. Based on the previous year's student survey results, AAHS seems to be approaching if not yet meeting this standard. A survey specific to this measure is planned for spring 2019.]

Measure 1.2 - From fall 2018 to fall 2020, the aggregate percentage of continuing, non-graduating students who are enrolled in the spring, re-enroll in the subsequent academic year, and remain enrolled through at least October of that year will be at least 75%.

Review of AAHS student data as of late September 2018 showed that of 74 non-graduating students enrolled in the spring, 54 or 73% had re-enrolled. Performance is very slightly below the target for this first year of the contract [need 2018-19 enr data then can update comment].

WBWF Goal Areas Addressed by this Goal: *Career and College Ready*

Indicator 2: English Language Learners

Goal: *The school does not have a contractual goal in this indicator area as it does not*

serve a significant population of English Learners.

Indicator 3: Reading Growth

Goal: Over the period of the contract, students at AAHS will demonstrate growth in reading as measured by nationally normed assessments and curriculum-based measures.

Measure 3.1 - From FY18 to FY20, the school will earn at least 70% of possible growth index points³ on the NWEA MAP-Reading.

NWEA Measures of Academic Progress (MAP) test results show that of 46 students with both fall 2017 and spring 2018 test results in Reading, 19 or 41% met or exceeded growth projections.

[need 2018-19 MAP data to address this for FY19]

Measure 3.4 - From FY18 to FY20, the aggregate percentage of students who show growth in reading and language comprehension skills using quarterly reading probes (such as Easy CBM, Newsela - school to provide ACNW with samples) at appropriate reading levels will be at least 70%.

[need 2018-19 data - last year's report stated - Data regarding this measure will be collected during 2018-19. AAHS staff were finalizing probes during October 2018.]

WBWF Goal Areas Addressed by this Goal: *Achievement Gap Reduction*

Indicator 4: Math Growth

Goal: Over the period of the contract, students at AAHS will demonstrate growth in math as measured by nationally normed assessments.

Measure 4.1 - From FY18 to FY20, the school will earn at least 70.0% of possible growth index points on the NWEA MAP-Math.

³ In lieu of Growth Index Points, data reported here notes the proportion of students meeting or exceeding projected fall-to-spring growth, with the caveat that grade 10 projections are used as expectations for grades 11 and 12, which are not normed by NWEA.

NWEA Measures of Academic Progress (MAP) test results show that of 47 students with both fall 2017 and spring 2018 test results in Mathematics, 25 or 53% met or exceeded growth projections.

[need 2018-19 MAP data to address this for FY19]

WBWF Goal Areas Addressed by this Goal: *Achievement Gap Reduction*

Measure 4.2 - From FY18 to FY20, the aggregate percentage of students who show growth in mathematics skills using quarterly school developed probes (school to provide ACNW with samples) will be at least 70%.

[need 2018-19 data to report on this - '17-18 report stated - AAHS provided four sample probes to ACNW, in the Academic Data Request document submitted September 25, 2018. Probes are to be used quarterly as planned, during 2018-19.]

Indicator 5: Reading Proficiency

Goal: Over the period of the contract, students at AAHS will demonstrate proficiency in reading as measured by state accountability tests.

Measure 5.1 - From FY18 to FY20, the school's aggregate proficiency index score will be equal to or greater than that of the state for the same grades (grade 10), OR it will increase by at least 6.0 points from the baseline proficiency index score (baseline score - 44.3 based on FY13-17 performance).

AAHS 10th graders' aggregate proficiency index score for the spring 2018 MCA in Reading was 54.2 (based on five of 12 October 1-enrolled 10th graders Meeting or Exceeding proficiency on the test, and three Partially meeting). This is below the statewide proficiency index which is 71.1; however it does exceed the baseline score, by more than 6 points.

[spring 2019 data already analyzed for this?]

WBWF Goal Areas Addressed by this Goal: *Achievement Gap Reduction*

Indicator 6: Math Proficiency

Goal: Over the period of the contract, students at AAHS will demonstrate proficiency in math as measured by state accountability tests.

Measure 6.1 - From FY18 to FY20, the school's aggregate proficiency index score will be equal to or greater than that of the state for the same grades (grade 11), OR it will increase by at least 15.0 points from the baseline proficiency index score (baseline score - 7.9 based on FY12-17 performance).

AAHS 11th graders' aggregate proficiency index score for the spring 2018 MCA in Math was 15.4 (based on one of 13 October 1-enrolled juniors Meeting proficiency on the test, and two

Partially meeting). This is below the statewide proficiency index which is 60.2; and does exceed the baseline score but only by 7 points.
[spring 2019 data already analyzed for this?]

WBWF Goal Areas Addressed by this Goal: *Achievement Gap Reduction*

Indicator 7: Science Proficiency (and Growth)

Goal: Over the period of the contract, students at AAHS will demonstrate proficiency in science as measured by state accountability tests.

Measure 7.1 - From FY18 to FY20, the school’s aggregate proficiency index score will be equal to or greater than that of the state for the same grades (High School), OR it will increase by at least 15.0 points from the baseline proficiency index score (baseline score - 44.0 - based on FY15-17 performance).

AAHS students’ aggregate proficiency index score for the spring 2018 MCA in Science was 20.0 (based on two of 15 October 1-enrolled students Meeting proficiency on the test, and two Partially meeting). This is below the statewide proficiency index which is 65.9; and does exceed the baseline score but by less than 2 points.
[spring 2019 data already analyzed for this?]

Measure 7.2 - From FY19 to FY21 (through December 2020), the aggregate percentage of lab reports produced by students taking science classes that earn a score of 80% or higher will be at least 70%.

[need 2018-19 data to report on this - '17-18 report stated - AAHS provided four science lab exemplars to ACNW, in the Academic Data Request document submitted September 25, 2018.]

WBWF Goal Areas Addressed by this Goal: *Achievement Gap Reduction*

Indicator 8: Proficiency in Other Curricular Areas or Educational Programs

Goal: Over the period of the contract, students at AAHS will demonstrate proficiency and growth in other curricular areas as measured by nationally normed assessments and school based measures.

Measure 8.1 - From FY18 to FY20, the school will earn at least 70% of possible growth index points on the NWEA MAP - Language Usage.

NWEA Measures of Academic Progress (MAP) test results show that of 47 students with both fall 2017 and spring 2018 test results in Language Usage, 24 or 51% met or exceeded growth projections.

[need 2018-19 MAP data to address this for FY19]

Measure 8.2 - From FY19 to FY21 (through December 2020), the aggregate percentage of presentations produced by students enrolled in any class that earn a score of 80% or higher as measured by a presentation rubric (to be provided to ACNW) will be at least 70%. (Students are expected to give at least one presentation per quarter).

[need 2018-19 data to report on this - '17-18 report stated - A rubric was in place in the fall of 2018, for purposes of rating student presentations, with a four-point scale on which raters will assess presentations in seven areas: Effectiveness, Sequencing of Information, Originality, Spelling and Grammar, Use of Graphics, Organization, and Sources.]

Measure 8.3 - From FY19 to FY21 (through December 2020), 70% of students attending overnight experiences will document learning and personal growth through pre-experience and post-experience journaling as measured by a school developed rubric.

[need 2018-19 data to report on this - '17-18 report stated - As of October 2018, the first overnight trip had been scheduled in November, and rubrics for journaling were being finalized.

Indicator 9: Post-Secondary Readiness

Goal: Goal: Over the period of the contract, students at AAHS will demonstrate readiness for post secondary success.

Measure 9.1 - From FY18 to FY20, the aggregate 4-year, 5-year, 6-year or 7-year graduation rate will be at least 67%.

FY19 graduation rate data is not yet available, as of October 2019. For FY18, AAHS 4-, 5-, 6-, and 7-year graduation rates were 52%, 39%, 46%, and 41% respectively. [not meeting target - comment on this?]

Measure 9.2 - From FY18 to FY20, the aggregate percentage of students who pass their senior project and earn a “ready for workforce” designation on the work experience section of their senior project as per the workforce readiness rubric will be at least 80%.

[need 2018-19 data to report on this - '17-18 report stated - A Workforce Readiness Rubric is in place, and was submitted to ACNW with Academic Data Request materials on Sept. 25, 2018. This will be used to rate senior projects in 2018-19.

Measure 9.3 - From FY18 to FY20, the aggregate percentage of graduates who are accepted into at least one post-secondary option (college/university, military, apprenticeship, post-secondary training program) prior to graduation will be at least 65%.

FY18: Thirteen of 20 2018 graduates were accepted into at least one post secondary option (65%).

FY19:

Measure 9.4 - From FY19 to FY20, the aggregate percentage of students that complete their Life Plan project with a grade of C or better will be at least 75%.

[need 2018-19 data on this]

Measure 9.5 - From FY18 to FY22, the aggregate percentage of graduating students who earn a score of college or career ready or needing no more than one semester of remediation on one of three assessments (ACT, Accuplacer and ASVAB) will be at least 50%.

No data relating to this measure was available from 2017-18. [have '18-19 data on this? -note definition of "needing no more than on semester of remediation" may not be straightforward; on the Accuplacer what's considered an acceptable score in Reading or Math varies depending on the school, and the program the student is applying for, e.g. Criminal Justice would have a higher cut-score for Reading than Carpentry]

WBWF Goal Areas Addressed by this Goal: *Graduate from High School; Career and College Ready*

Indicator 10: Attendance

Goal: Over the period of the contract, students at AAHS will attend the school at high rates.

Measure 10.1 - From FY18 to FY20, the average of the school's annual attendance rates will be at least 85.0%.

Overall percent-of-attendance during 2017-18 was 76.85%.\

[need for 2018-19 - have req fr Shoua]

As noted in the Student Attendance section above, regular attendance continues to be a challenge for many students at AAHS (though attendance rates remain well above alternative-school averages which are closer to 50%.

Measure 10.2 - From FY18 to FY20, on average, 75% of students enrolled will have an individual attendance rate of 90% or higher.

[need data to report on this, for both the past 2 yrs]

WBWF Goal Areas Addressed by this Goal: *Graduate from High School*

Educational Effectiveness: Assessment & Evaluation

Annually the AAHS Leadership Team meets to review student achievement data from the school year, completes a retrospective analysis of the school year from their perspective as

school teachers and administrative leadership, and then makes determinations of what changes will be made to the educational program. The leadership team looks at student information by classroom, subject area, demographic information, credits earned, and progress towards graduation. With the small school size, AAHS staff know each student's situation in life and are able to monitor their progress individually and as a demographic group.

AAHS leadership reviews and evaluates the strengths and weaknesses of the curriculum through:

- Weekly curriculum meetings (PLCs)
- Project-tuning sessions
- MCA, NWEA, and other data such as grade fluctuations amongst subjects, quarters, and teachers.
- Staff development meeting at the end of each year to discuss struggles and possible improvements for the coming school year.

[below elements to update for '18-19?] This year, strategies for improving instruction at AAHS were to implement unit themes amongst all core classes, co-teaching for several classes, a set block schedule (1st week: experiences related to curriculum/theme; 2nd week: direct instruction; 3rd/4th week: project work). REACH (advisory time) was used to focus on struggles students had in/out of school to improve attention during class hours.

AAHS teachers have weekly curriculum meetings (Content/PLCs). Each week all general education teachers, as well as two special education teachers, meet to discuss academic goals, curriculum, teaching struggles, etc. The teachers adjust curriculum and teaching strategies after each meeting. They also meet for "project tuning" sessions in which we pitch new unit ideas and get them finely tuned by other teachers.

AAHS operates around strong Advisory Groups, where a teacher works closely with their student group to advise and guide their educational progress. For each student, the advisor monitors the student's attendance, project completion, and credits earned. Graduation plans are developed between the student, and the advisor and the advisor monitors progress quarterly and yearly. Through its Advisory system and PBL framework, AAHS provides accommodations to all students, effectively individualizing the educational program in response to student needs, and providing customized supports for each student, e.g. through the REACH program. Whether a student is on an IEP (as close to half of our students are), or is from a low-income family (about a third) or is a person of color (a third to half), AAHS strives to create the customized learning environment for him or her to thrive.

The curriculum is reviewed and adjusted yearly based on prior year feedback from teachers and parents. As a project-based school, AAHS has ample flexibility in our curriculum.

Teacher evaluations are done yearly, and address specific goals in instruction, classroom management, professionalism, and overall performance. These evaluations were previously done by the AAHS Instructional Lead but were contracted out during 2017-18 to Rod Haenke, a master teacher who was retained as a consultant to carry out teacher evaluations and assist in developing a new process.

The TPS is evaluated annually as well, in a process involving the school board and with elements contracted to Rod Haenke.

Student & Parent Satisfaction

[Student and/or parent survey from '18-19?]

Environmental Education

The mission of Academic Arts High School's authorizer, the Audubon Center of the North Woods (ACNW), is to instill a connection and commitment to the environment in people of all communities through experiential learning. ACNW defines environmental education as the implementation of values and strategies that foster learning and create environmentally literate citizens who engage in creating healthy outcomes for individuals, communities, and the Earth. The overarching goal of environmental education is an environmentally literate citizenry. The test of environmental literacy is the capacity of an individual to work individually and collectively toward sustaining a healthy natural environment. This requires sufficient awareness, knowledge, skills, and attitudes to create a healthy planet where all people live in balance with the Earth.

AAHS continued to emphasize environmental education during 2018-19. The below material is taken from the Environmental Education Evaluation report submitted to the Authorizer in January, 2018 [more-current EE report to reference to fill this in?].

Summary:

The implementation of a quality environmental education program has increased significantly over the course of the contract period. Overall AAHS implements an environmental education program in which students met or nearly met the goals, and continuing progress is evident during the current school year. AAHS's EE program aligns with its mission and vision and is increasing the environmental literacy of its students. The school demonstrates commitment to environmental education in its curriculum and school culture, especially through its field experiences, science classes, and LNT principles. Many field trips and outdoor experiences supplement in-classroom learning and contribute to students' environmental literacy.

In its FY17 EE Survey, the school described its approach to environmental education:

Ours is simple: Get our students outside as to foster awareness, knowledge, skills, attitudes and participation that instill a connection and commitment to the environment. We have an urban population of students. Many do not have access to natural areas. We want our students to get out of their comfort zone, challenge them mentally and physically, and see their world differently. We also want to foster environmental stewardship and apply the LNT principles that we have been learning in classes and as a part of our school culture.

Furthermore, we've adopted cross curricular themes in that focus on environmental issues including "food and energy" and "social/environmental justice."

The school's commitment to building long-term environmental literacy is evident. ACNW anticipates that the school will continue to build systems to support this progress and document changes in

environmental literacy, as well as strengthening teacher professional development, ensuring consistent and equitable access to EE across classrooms, and engaging the board with monitoring the school's progress toward its EE goals in a meaningful way.

Indicators, School Goals, Ratings, and Analysis

The January 2018 Environmental Education Evaluation report included information on AAHS' status on the seven indicators used by ACNW to evaluate authorized school's EE performance:

Indicator 1: Curriculum and School Culture: *Does the school create an environment in which students engage in inquiry, problem solving, decision-making, and action to foster knowledge of environmental sustainability?*

School Goals:

- In SY 2016-2018, students will demonstrate increased environmental literacy through the integration of environment-related themes, topics, and events within AAHS's core curriculum.
- In SY 2016-2018, 80% of all students will demonstrate increased environmental literacy by 20% from fall to spring as measured by scores on a teacher generated project rubric.

Rating: Meets Standard

Analysis: AAHS's performance in this indicator area meets standard. Although it did not report directly on the measures identified in the charter contract, the school provided evidence that it creates an environment that fosters students' knowledge of environmental sustainability. Based on ACNW observations and site visits to the school, it is evident that EE is becoming more intentional and focused across the school as a result of several changes, including thematic units and Leave No Trace. The school's new leadership structure has brought focus and purpose to this required element of the school's contract for all teachers, not only the EE Coordinator. Although the school must continue to develop ways to measure student environmental literacy, the gains in the school's performance on this indicator area are commendable and ACNW has confidence the school will continue to grow the success of its EE program.

Indicator 2: Exposure to Natural Environments: *Do students engage in nature-focused outdoor experiences that enhance in-classroom learning?*

School Goals:

- In SY 2016-2018, students will demonstrate increased environmental literacy through the integration of environment-related themes, topics, and events within AAHS's core curriculum.
- In SY 2016-2018, 80% of all students will demonstrate increased environmental literacy by 20% from fall to spring as measured by scores on a teacher generated project rubric.

Rating: Meets Standard

Analysis: AAHS's performance in this indicator area meets standard. Although it did not report directly on the measures identified in the charter contract, the school provided evidence that students engage in nature-focused outdoor experiences that enhance in-classroom learning. Field experiences supplement classwork, and the school has implemented unit themes that allow for stronger interdisciplinary instruction and better aligned experiential learning.

Indicator 3: Promote Environmental Stewardship: *Do students, faculty, and staff engage in activities*

that promote environmental stewardship at home and in their community?

School Goals

- In SY 2016-2018, all students will be able to communicate recycling and other waste reduction techniques to their families, other students, and community members through podcasts, blogs, and social media as measured by increased recycling rates in the building and increased social media interactions each year from a baseline established in fall 2015.
- In SY 2016-2018, recycling rates in the building and social media interactions will increase by 10% each year from a baseline established in fall 2015.

Rating: Meets Standard

Analysis: AAHS's performance in this indicator area meets standard. The school did not report on the specific measures identified in the charter contract for this indicator area, but provided evidence that students engage in activities that promote environmental stewardship at school and in their community.

Indicator 4: Mission or Community Related EE Goals: Does the school implement environmental education in projects and programs related to its mission or the community it serves?

School Goals:

- In SY 2016-2018, students will increase their capacity to improve the health of environmental systems.
- In SY 2016-2018, 90% of students participating in Environmental Science courses will increase their capacity to improve the health of environmental systems as measured by science credits earned and students receiving Leave No Trace certification.

Rating: Approaches Standard

Analysis: AAHS's performance in this indicator area approaches standard. The school did not report on the specific measures identified in the charter contract for this indicator area but provided some evidence that the school implements an environmental education program unique and specific to its student population. Over the course of the contract, the school has more closely aligned its educational program with its EE goals, as well as ensuring the mission, vision, and pillars reflect the school's commitment to increasing students' environmental literacy. ACNW expects that this alignment will continue as the school identifies and implements a more consistent approach to EE.

Indicator 5: Financial and Operational Commitment: Does the school have financial, human, and organizational resources in place to carry out EE mission match activities?

School Goals:

- In SY 2016-2018, all students will reduce the amount of waste produced at AAHS.
- Amount of paper purchased will be reduced by 10% from the amount purchased the previous year as measured by quarterly checks of paper purchases. Waste amount will be reduced by 10% as measured by comparison of organics, recycling and trash weights from the previous year.

Rating: Exceeds Standard

Analysis: AAHS's performance in this indicator area exceeds standard. The school allocates both human and financial resources to further develop students' environmental literacy. The school established a teacher committee to spearhead the school's EE efforts. Purchasing choices and operational

decision-making reflect a commitment to environmental sustainability, especially in terms of school-wide waste reduction. The school seeks out grants and partnerships with services in the community to support EE-focused activities and has a waste reduction and recycling program in place. In addition the school has sent several staff members to the ACNW EE Teacher Workshop and has provided evidence of additional EE-related teacher training.

Although the school's curriculum and school culture reflect a commitment to creating more environmentally literate students, the board must remain actively engaged with monitoring the school's progress toward its EE goals in a meaningful way as evidenced by board meeting minutes and observations. Because the EE goals are a key part of the school's contract with ACNW, in addition to receiving a report on the school's activities, the board should monitor the school's progress to ensure it is meeting the goals laid out in its charter. (This includes reporting on outcomes in addition to activities.) Board meeting minutes did not indicate discussion related to financial and operational commitment, but it is evident from the school's facility and educational program that EE is funded appropriately.

Indicator 6: Science Proficiency: Are all students achieving proficiency in science?

School Goal: Over the period of the contract, students at AAHS will demonstrate proficiency in science as measured by state accountability tests.

No Rating

Analysis: See Indicator Area 7 in the Academic Performance Evaluation for more information on the school's performance on this indicator.

Indicator 7: Environmental Literacy: Have students increased their knowledge about the environment and capacity to foster environmental sustainability?

School Goals:

- In SY 2016-2018, all students will demonstrate the knowledge, skills, attitude, and commitment to work individually and collectively toward sustaining a healthy natural environment.
- Data such as organics, recycling and trash weights will be collected by students for the Dakota County Recycling and Organics Grant and waste reduction rates will increase each year compared to a baseline that is set spring 2015.

Rating: Meets Standard

Analysis: AAHS's performance in this indicator area meets standard. The school did not report on the specific measures identified in the charter contract for this indicator area but provided evidence that students have increased their knowledge about the environment and capacity to foster environmental sustainability. Although the school did not meet standard in all indicator areas, its progress over the course of the contract demonstrates a strong commitment to fostering environmental literacy among its students, staff, and faculty.

As AAHS increases its capacity to fulfill its contractual EE goals in future contracts, the school must determine how it will measure success (in terms of student learning - not just activities) and develop systems to track and record data. The school must thoroughly document both quantitative and qualitative data required to demonstrate progress toward the contractual goals, especially as it relates to increasing students' environmental literacy. Going forward, the school must provide evidence of increasing knowledge, skills, attitudes, motivation, and commitment among students to work individually and collectively toward sustaining a healthy natural and social environment.

Governance & Management

Includes Annual Board Training & Administrator Professional Development Report(s)

[AA to update the below, per info at <http://www.academicarts.org/board>]

BOARD OF DIRECTORS

Member Name	Board Position	Affiliation	Date Elected	Date Seated	Term End Date	Phone	Email
Amy Charpentier	Chair	Parent	11/21/2017	11/21/2017	11/21/2020	651-457-7427	amycharpentier50@yahoo.com
Deah Ehalt	Member	Community	3/20/2018 (appointed)	4/17/2018	4/17/2020	651-457-7427	deah.ehalt@gmail.com

Courtney Finn	Member	Community	11/21/2017	11/21/2017	01/24/2018 (resigned)		
Jill Heroff	Member	Parent	1/16/2018 (appointed)	2/20/2018	2/20/2020	651-457-7427	jmbheroff@gmail.com
Josh MacLachlan	Treasurer	Teacher	11/21/2017	11/21/2017	11/21/2020	651-457-7427	josh.maclachlan@academiacarts.org
Rachael McNamara	Member	Community	2/20/2018 (appointed)	3/20/2018	3/20/2021	651-457-7427	meis0082@umn.edu
Linnea Morgen	Secretary	Teacher	11/21/2017	11/21/2017	5/28/2018 (resigned)		
Andrew Ng	Member	Teacher	11/21/2017	11/21/2017	6/4/2018 (resigned)		
Katie Siewert	Member	Community	2/20/18 (appointed)	3/20/2018	3/20/2020	651-457-7427	katie.siewert@gmail.com

Member Name	Board Position	Affiliation	Date Elected	Date Seated	Term End Date	Phone Number	Email Address
Dean Walczak	Fin. Mgr. (ex officio)	NA	NA	NA	NA	651-457-7427	dean.walczak@dwfinman.com

Academic Arts High School staff have a good relationship with the school’s board of directors. A board meeting takes place once a month at the school, and at that meeting, a non-board member representative from the school serves as an ex-officio member for that meeting to report to the board on events, academics, and other happenings. Teachers who are on the Board are familiar with day-to-day operations and can work with the board as representatives of the school as well as work with the school as representatives of the board, in the interest of pursuing the school's mission and vision.

Board Training and Development

Board Training for the FY18 school year was completed by charter school consultant Rod Haenke and addressed the three requirements of Governance, Personnel, and School Finance. Board Training for all board members was completed on March 10, 2018 as shown below. The next table presents the initial training received when board members were first seated. [nd updates for 2018-19 - who would have?]

Annual Training – FY18			
Board Member	Date of Training	Training Title or Topic	Presenter or Trainer
Andrew Ng	3/10/2018	Board Basics; MSBA Meeting Basics; Efficient and Effective Agendas.	Rod Haenke
Courtney Finn	3/10/2018	Board Basics; MSBA Meeting Basics; Efficient and Effective Agendas.	Rod Haenke
Josh MacLachlan	3/10/2018	Board Basics; MSBA Meeting Basics; Efficient and Effective Agendas.	Rod Haenke
Linnea Morgen	3/10/2018	Board Basics; MSBA Meeting Basics; Efficient and Effective Agendas.	Rod Haenke
Amy Charpentier	3/10/2018	Board Basics; MSBA Meeting Basics; Efficient and Effective Agendas.	Rod Haenke
Jill Heroff	3/10/2018	Board Basics; MSBA Meeting Basics; Efficient and Effective Agendas.	Rod Haenke
Katie Siewert	3/10/2018	Board Basics; MSBA Meeting Basics; Efficient and Effective Agendas.	Rod Haenke
Rachael McNamara	3/10/2018	Board Basics; MSBA Meeting Basics; Efficient and Effective Agendas.	Rod Haenke

Annual Training – FY18			
Board Member	Date of Training	Training Title or Topic	Presenter or Trainer
Deah Eholt	3/10/2018	Board Basics; MSBA Meeting Basics; Efficient and Effective Agendas.	Rod Haenke

Initial Training				
Board Member	Original Date Seated	Board's Role & Responsibilities	Employment Policies & Practices	Financial Management
Andrew Ng	11/18/2014	11/22/2014 Bryan Rossi	11/22/2014 Bryan Rossi	11/22/2014 Bryan Rossi
Courtney Finn	1/19/2016	12/10/2016 Andrew Adelman	12/10/2016 Liz Sommerville	12/10/2016 Lisa Hasledalen
Josh MacLachlan	1/19/2016	12/10/2016 Andrew Adelman	12/10/2016 Liz Sommerville	12/10/2016 Lisa Hasledalen
Linnea Morgen	1/19/2016	12/10/2016 Andrew Adelman	12/10/2016 Liz Sommerville	12/10/2016 Lisa Hasledalen
Amy Charpentier	2/16/2016	12/10/2016 Andrew Adelman	12/10/2016 Liz Sommerville	12/10/2016 Lisa Hasledalen
Jill Heroff	1/1/2018	3/10/2018 Rod Haenke	3/10/2018 Rod Haenke	3/10/2018 Rod Haenke
Katie Siewert	2/20/2018	3/10/2018 Rod Haenke	3/10/2018 Rod Haenke	3/10/2018 Rod Haenke
Rachael McNamara	2/20/2018	3/10/2018 Rod Haenke	3/10/2018 Rod Haenke	3/10/2018 Rod Haenke
Deah Eholt	2/20/2018	3/10/2018 Rod Haenke	3/10/2018 Rod Haenke	3/10/2018 Rod Haenke

Management

As previously noted, Academic Arts High School is managed as a Teacher Powered School rather than employing an administrator. Teachers collectively make school decisions and run the school, serving on several committees that provide for appropriate consultation before decisions are made. They support each other and train new teachers to be part of this model, in an ongoing effort to improve functioning as a TPS.

The AAHS Teacher Powered School Committee, including all licensed teachers plus the Administrator Manager and behavior lead, collectively carry out administrative, supervisory,

and instructional leadership responsibilities at our school. [review the balance for updates for '18-19] The TPS worked throughout 2017-18, under the oversight of the AAHS Board, to improve its functioning and build capacity. Accomplishments included clarifying decision-making procedures, establishing a new teacher evaluation procedure, and establishing a process for evaluation of AAHS' collaborative governance model:

- Decision-making procedures were greatly clarified through development of a “Responsible, Accountable, Consulted and Informed” (RACI) framework. The RACI framework spells out, for approximately 90 tasks, who is Responsible (does the work), Accountable (approves the work that is done), Consulted (asked for their opinion about the work), and Informed (told about the work). The RACI framework, in the form of a detailed spreadsheet, has been a great help for school management and oversight at AAHS.
- The TPS Committee worked with consultant Rod Haenke to develop a Professional Development Plan (PDP) for each of its members. Teacher reviews were carried out in the spring, and an Individual Growth and Development Plan for each teacher listing professional goals resulted from this process. These efforts were carried out in the context of the development of an overall Teacher Evaluation System, approved by the AAHS board in August 2018, Our Teacher Evaluation System is built upon three foundations: teacher practice and feedback, student engagement, and student growth culminating in an individually presented portfolio. Elements of the system, being implemented in 2018-19, include a Peer Observation Cycle; an Individual Growth Plan; a Teacher Observation and Evaluation Meeting; the requirement for teachers to provide evidence of Student Engagement and Student Achievement or Growth; and a Portfolio Presentation.
- The AAHS Board adopted a Collaborative Governance Evaluation Form, taken from another Teacher-Powered School, which establishes a process for evaluating functioning of the TPS. The Evaluation Form provides a four-point rubric for assessing quality of work in a total of 38 tasks which fall under six categories of school management: Instruction and Assessment; Human Resource and Personnel Management; Financial Management; Legal and Management Compliance; Effective Communication; and Board, Authorizer and Community Relationships.

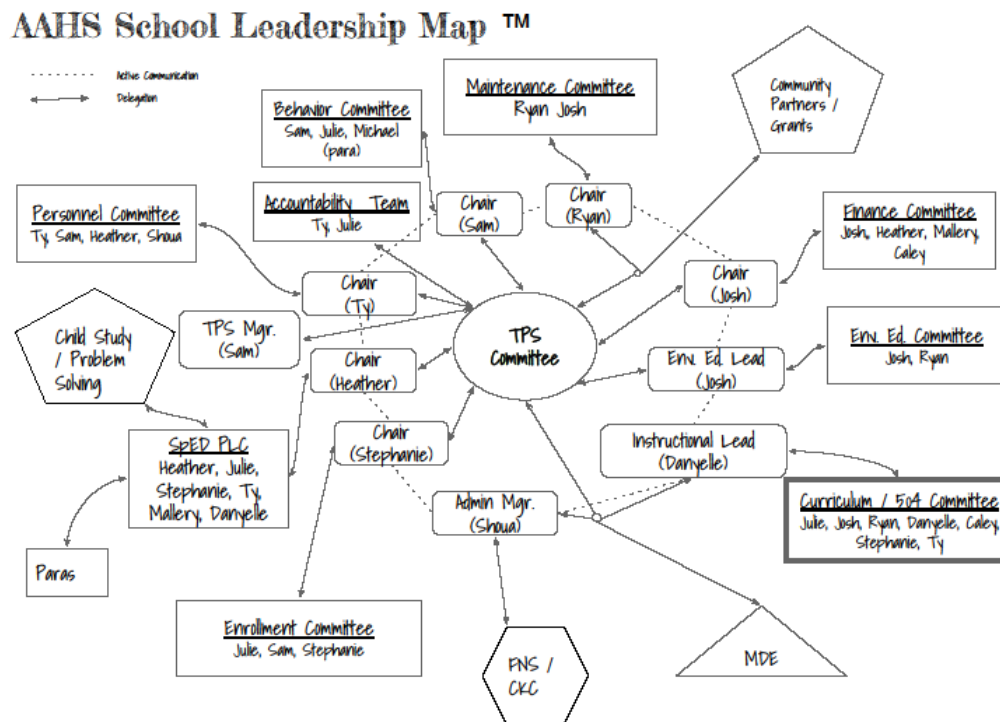
In addition to these developments, there were several specific professional development activities undertaken by members of the TPS Committee. These included:

- Attending Restorative Justice training. The Restorative Justice approach is a big part of our disciplinary policy; TPS members attended training, then trained other school staff to do restorative circles.
- The board treasurer (also a TPS member) got financial training at Board meetings, and through our contracted business manager.
- Several TPS Committee members visited other Teacher Powered and project-based charter schools, to meet school leaders at these schools and learn from them
- Through the AAHS Curriculum Committee, the TPS studied strategies for building curriculum and addressing state academic standards through project based learning.

To assist with other aspects of management, AAHS contracts with the following organizations:

- Tammy Pulver for Special Education Director Service
- Designs for Learning for Program Support Services
- Done Right Foods for Food Service
- Dean Walzack / DW Financial Management LLC for School Business Services
- Rod Haenke for teacher evaluations and TPS evaluation support

Below is the school's Leadership Map which documents the network of teachers that fill the leadership obligations formerly held by the school's director. It has been updated for the 2018-19 school year. [retain the map?]



LIST OF ADMINISTRATORS/QUALIFICATIONS

- Shoua Yang: Administrative Manager & MARSS Coordinator
- Jenny Rubio, Reception and Nutritional Program Coordinator

Staffing

Staffing at Academic Arts is one of the school's greatest strengths. Teachers and school staff are committed to the Mission and Vision of the school and to supporting individual students in finding their individual paths to success. Staffing structure at AAHS is unusual in the proportion of staff devoted to special needs students: AAHS employs a full time school psychologist, a social worker, three special education teachers and five paraprofessionals who are focused on special education. During 2017-18 and from 2017-18 to the 2018-19 school year there was significant turnover with several teachers leaving; however staff remains strong in the new year.

2018-2019 Teaching and Other Licensed Staff			
Name	File #	License and Assignment	2019/20 Status
Bade, Stephanie	996502	Special Education	Returning
Cody, Ty	474875	School Psychologist & Homeless Liaison	Returning
Fjelstad, Heather	476801	Special Education Coordinator	Returning
Hammers, Mallery	489628	Social Worker	Returning
MacLachlan, James (Josh)	443250	Science Teacher	Returning
Peterson, Julie	997261	Special Education	Returning

Percentage of Licensed Teachers from 2018-19 not returning in 2019-20 (non-returning teachers/total teachers from 2018-19 x 100)

???

2017-2018 Non-Licensed Staff			
Name	Assignment	2017/18 Status*	Comments
Brose, Joshua	Paraprofessional	R	Left to pursue teaching license
Cady, Altomari	Paraprofessional	R	

2017-2018 Non-Licensed Staff			
Name	Assignment	2017/18 Status*	Comments
Garrico, Monica	Administrative Assistant	R	Spanish Speaking
Kara Herring	Paraprofessional	R	Hired January 2018
Kvilhaug, Sam	Behavior Lead	R	
Lavarato, Elaina	Paraprofessional	NR	
Lavarato, James	Paraprofessional	NR	Hired January 2018
Lecander, Kaelyn	Paraprofessional	R	
Parilla, Mari	Paraprofessional	R	Spanish Speaking
Reed, Michael	Paraprofessional	R	
Sherrard, Amber	Paraprofessional	NR	Hired January 2018
Yang, Shoua	Administrative Manager	R	

* R = Returning, NR = Not Returning

CURRENT YEAR – 2018-19 Staffing

2018-19 NEW Licensed Teaching Staff			
Name	File #	License and Assignment (subject/ grades)	Comments
Bauer, Ryan	478589	Social Studies	
Bennett, Danyelle	489490	Language Arts	Previous long-term sub at AAHS
Vickerman, Caley	506106	Math	

2018-19 NEW Non-Licensed Staff		
Name	Assignment	Comments
Flodquist, Christa	Paraprofessional	

Staff Development Table

[nds updates for '18-19] Below is a summary of staff professional development undertaken by AAHS professional staff during 2017-18. There were five training events attended by multiple staff, and several more attended by one or two, which are listed below the table.

	Infinite Campus Data Conversion Training 8/24/17	QPR Suicide Prevention Training 8/31/17	MAAP Conference 2/8/18-2/9/18	ESSA Kickoff 4/6/18	NWEA 5/1/18
Stephanie Bade		X	X		X
Danyelle Bennett					
Ty Cody		X	X	X	
Heather Fjelstad		X	X	X	
Sam Kvilhaug		X	X		X
Josh MacLachlan	X	X	X	X	
David Massey		X	X		
Linnea Morgen	X	X	X		
Andrew Ng	X	X	X		
Julie Peterson		X	X		X
Kelley Thompson		X			
Shoua Yang				X	

Trainings attended by 1-2 staff members:

- ACNW Leaders Retreat (Heather Fjelstad)
- Edvisions Spring Conference (Ty Cody; Josh MacLachlan)
- HS Continuous Improvement Planning (Josh MacLachlan)
- Infinite Campus Non-classroom staff training (Sam Kvilhaug; Shoua Yang)
- ACNW Leaders Retreat (Heather Fjelstad)
- Homeless Liason Training (Ty Cody)
- MDE School Discipline (Sam Kvilhaug)
- MDE SPED 101 (2-day training) (Stephanie Bade; Julie Peterson)
- PSEO/MARSS (Shoua Yang)
- ACT Accommodations and Support (Shoua Yang)
- Homelessness/MARSS (Shoua Yang)
- ACT Best of Both Worlds (Shoua Yang)
- National Food Safety Training (Shoua Yang)
- Edvisions HR Day (Heather Fjelstad)
- Dakota County Safe and Drug Free Schools monthly meeting: A look at trends, data, and effective school responses (Ty Cody)
- Mindfulness and the Importance of Strong School Culture (Ty Cody)

Schools as Vibrant Workplaces and Mentors as Guides (Ty Cody)

Operational Performance

Academic Arts High School materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to:

Academic Arts High school completes relevant compliance and reporting requirements for the authorizer, state education agency, and/or federal authorities, including but not limited to:

- State reporting and applications, including but not limited to MARSS, STARS, UFARS, EDRS, Q Comp, DIRS, lease aid;
- TRA/PERA;
- School website is compliant with statutory and authorizer expectations;
- Insurance coverage.

School facilities, grounds and transportation, including but not limited to:

- Fire inspections and related records;
- Viable certificate of occupancy or other required building use authorization;
- Physical space provides a safe, positive learning environment for students;
- Appropriate and safe student transportation practices.

Health and safety, including but not limited to:

- Nursing services and dispensing of pharmaceuticals;
- Food service;
- Emergency management plan.

Admission and enrollment rights of students, including but not limited to policies and practices related to admissions, lottery, waiting lists, fair and open recruitment.

Due process and privacy rights of students, including but not limited to:

- Due process protections, privacy, civil rights and students liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction;
- Conduct of discipline pursuant to the Pupil Fair Dismissal Act;
- Maintain the security of and provide access to students records under the Family Educational Rights and Privacy Act and other applicable authorities;
- Transfer of student records.

Employment including transparent hiring, evaluation and dismissal policies and practices.

Background checks for all school employees are required.

Finances

For questions regarding school finances and for complete financials for 2017-18 and/or an organizational budget for Fiscal 2019, contact: [msg to Dean to req updates, 10/8]

Name: Dean Walczak

Position: Finance Manager

Contact info:

Phone: 612-396-3694

Email: dean.walczak@dwfinman.com

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the Minnesota Department of Education and Audubon Center of the North Woods no later than December 31, 2019.

FY18 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	1,663,674	9,112	n/a
Total Expenditures	1,631,652	27,515	n/a
Net Income	32,022	-18,403	n/a
Total Fund Balance	\$285,436	0	n/a

Overview

Overall the financial picture was healthy in the general fund as revenues exceeded expenses. Student ADM was close to predicted budgeted amounts. The Food Service fund remains a challenge and the school is adopting changes to reduce the overall Food Service fund deficit.

Revenues

The school's revenue met budget projections as the primary source of funding is derived through the state based on student enrollment. Almost all revenue is derived from state sources through general education, special education and lease aid funding. Some revenue is received through Federal sources including Title 1 funds, Title 2 funds and Federal special education funds.

Expenses

The school's expenses were lower than projected revenues. The largest portion of expense is toward salaried staff to meet the educational needs of the students served.

Net Surplus or Deficit and Fund Balance

The school's general fund maintained a surplus yet the deficit in the school's food service fund means that the overall fund balance will decrease as the general funds surplus will be used to shore up the Food Service balance.

World's Best Workforce Annual Budget

All budget line items related to the overall school goals in the World's Best Workforce Plan.

Future Plans

AAHS leadership is seeking to refine and improve the existing educational program, which works well for students, while continuing the TPS leadership model with adjustments each year.

A new area of planning, which began in 2017-18, was to consider expanding the school; AAHS would like to serve more than 105 students, which is the capacity of the current building. The strategic planning committee has begun discussing expansion options.

As noted in the Key Challenges section above, one change planned in 2017-18 was to the AAHS schedule, shortening the day by one hour and eliminating the every-other-Friday project-work day. This is being implemented beginning fall 2018 and is working well.

Finally, lead staff reported two additional areas of priority for the future:

Academic Rigor: A school wide goal is to improve academic rigor. The goals that we developed with Audubon and the Board are consistent with supporting academic rigor and higher level thinking in students. For all courses, the Curriculum committee is focused on developing engaging, relevant curriculum and projects that challenge students to address big questions and practice 21st century skills.

Data Driven Decision-Making: We are using data in a real way to inform our instruction. We have purchased a subscription to Newsela, a service that curates articles with relevant content and tracks student reading levels and growth. We will be using this data to identify needs in the courses that we offer. It will also help us identify strategies that we can use throughout content areas to help students with reading, writing, and language comprehension. We are also using NWEA data to inform the classes that we offer and how to best help struggling students. We have received training on how to interpret our NWEA data and will continue to seek training throughout the year. We will be tracking data on our contractual goals on a monthly basis. These tracking updates are monitored by the board and give the school a real-time sense of the status of where the school is in meeting its contractual academic goals.

Academic Arts High School Crisis Team & Procedures

MDE Crisis Management Policy Model: <http://education.state.mn.us/MDE/dse/safe/mod/>

Procedures adopted and modified as recommended by the Minnesota Department of Public Safety.

****Crisis team member roles are described at the end of this document***

UNIVERSAL PROCEDURES

Universal procedures are those actions taken in response to any emergency, threat or hazard in school. There are six universal procedures. However, the primary question when choosing a procedure is whether staff and students will **stay** or **go**.

Stay

When conditions are more dangerous outside the school, such as severe weather, a chemical spill or an armed assailant in the neighborhood, schools should plan to stay in the building. These universal procedures (see below) include; lockdown, shelter-in-place, reverse evacuation and severe weather shelter.

Go

When conditions are safer outside the building than inside the building, students and staff should go. Schools may go in cases of a fire, hazardous material spill or confirmed incendiary device in the school. These universal procedures (see below) include: evacuation/relocation and reunification/student

STAY Procedures:

Lockdown (STAY)

Critical Information

- Lockdown procedures are used to protect building occupants from potential dangers in the building (e.g. threats, intruders) or external threats that may enter the building.
- Lockdown with Warning
 - Occurs when there is a threat outside the building or there is a non-threatening circumstances when people need to be kept away from areas (e.g. medical emergency or disturbance). Lockdown with Intruder occurs when there is a threat or intruder inside the building
 - When implementing Lockdown with Warning procedures:
 - Building Administration

- Announce “lockdown with warning”
 - Repeat announcement several times
 - Be direct. DO NOT USE CODES
 - Bring people inside
 - Lock exterior doors
 - Control all movement
 - Disable all bells
 - Direct any movement by announcement only
 - Announce “all clear” signal when the threat has ceased
- Staff
 - Lock all exterior doors
 - Cover exterior windows*
 - Keep students away from the windows
 - Continue classes. Move on announcement only
 - Wait for further instructions

* Check with local law enforcement agencies regarding the covering of windows and doors.
- When implementing Lockdown with Intruder (these actions happen rapidly) procedures:
 - Building Administration
 - Announce “lockdown with intruder”
 - Repeat announcement several times.
 - Be direct. DO NOT USE CODES
 - Call 911 and notify law enforcement
 - Direct all students, staff and visitors to the nearest classroom or secured space
 - Classes outside the building SHOULD NOT enter the building
 - Move outside classes to primary evacuation site
 - DO NOT lock exterior doors
 - Announce “all clear” signal when threat has ceased as authorized by law enforcement
 - Staff
 - Clear all students, staff and visitors from hallways immediately
 - Report to nearest classroom
 - Assist those with special needs accommodations
 - Close and lock all windows and doors
 - DO NOT LEAVE for any reason
 - DO NOT OPEN THE DOOR for any reason
 - If a fire alarm has been activated, do not evacuate unless fire or smoke is visible

- Shut off lights
 - Stay away from all doors and windows
 - Be Quiet
 - Wait for further instructions
- Minnesota State Statute 121A.037 SCHOOL SAFETY DRILLS Private schools and educational institutions not subject to section 121A.035 must have at least five school lock-down drills, five school fire drills consistent with section 299F.30 and one tornado drill.
 - It is essential to practice and plan for all emergencies during these required drills
 - Develop an action plan for notifying and directing people in common areas (e.g. cafeteria, gymnasium, auditorium, bathrooms).
 - During the “all clear” notification, consider having law enforcement accompany building staff to each classroom or safe area

Shelter-In-Place (STAY)

Critical Information:

- Sheltering in place is used when evacuation would put people at risk (e.g. environmental hazard, blocked evacuation route). Sheltering in place provides refuge for students, staff and the public inside the school building during an emergency. Shelters are located in areas of the building that maximize the safety of inhabitants. When sheltering-in-place:
- Building Administration
 - Announce students and staff must to go to shelter areas
 - Close all exterior doors and windows, if appropriate
 - Turn off ventilation system (HVAC), if appropriate
 - Monitor the situation
 - Provide updates and instructions as available
 - Announce “all clear” signal when the emergency has ceased
- Staff
 - Clear the halls of students and staff immediately and report to the nearest available classroom or other designated shelter area
 - Assist those with special needs accommodations
 - Take emergency go-kit and class roster
 - Take attendance and report any missing or extra students to building administration or incident commander
 - Do not allow anyone to leave the classroom or shelter area
 - If there appears to be air contamination within the shelter area, place a wet handkerchief or wet paper towel over the nose and mouth for temporary respiratory protection

- If sheltering-in-place because of an external gas or chemical release
 - Close and tape all windows and doors
 - Seal the gap between the bottom of the door
- If sheltering-in-place because all evacuation routes are blocked
 - Seal door
 - Open or close windows as appropriate
 - Limit movement and talking
 - Communicate your situation to administration or emergency officials by whatever means possible
 - Stay away from all doors and windows
 - Wait for instructions
- In planning, district and building administration should identify safe areas in each building.

Reverse Evacuation (STAY)

Critical Information:

- Reverse evacuation procedures are implemented when conditions inside the building are safer than outside. Reverse evacuation procedures are often implemented in combination with other procedures (e.g. lockdown, shelter-in-place) in order to ensure the safety of students and staff who are outside the building.
- When implementing Reverse Evacuation procedures:
- Building Administration
 - Make an announcement or sound alarm for reverse evacuation
 - Direct staff to physically notify any classes that may be too far away from the building to hear the announcement or alarm
 - Monitor the situation
 - Provide staff with any updates or additional instructions
 - Announce “all clear” signal when the emergency has ceased
- Staff
 - Move all students and staff inside as quickly as possible
 - Assist those needing additional assistance
 - Report to classroom
 - Take attendance
 - Report any missing, extra or injured students to building administration
 - Wait for further instructions

Severe Weather Shelter Area (STAY)

Critical Information

Severe Weather Shelter Area procedures are implemented during a severe weather emergency. “DROP and TUCK” procedures are used in severe weather emergencies e.g. tornados earthquakes or other imminent danger to building or immediate surroundings.

- When implementing Severe Weather Shelter Area procedures:
 - Building Administration
 - Make an announcement or sound alarm for severe weather emergency
 - Move students and staff from any portable classrooms into a permanent building
 - Announce “all clear” signal when the severe weather has ceased
 - Staff
 - Take emergency go-kit and class roster
 - Take the closest and safest route to shelter in designated safe area
 - Use secondary route if primary route is blocked or dangers
 - If outside, return to main building
 - If in a portable classroom, go to a permanent building and designated safe area
 - Assist those needing additional assistance
 - Do not stop for personal belongings
- Once in safe area
 - If appropriate, implement “drop and tuck” procedures
 - Take attendance
 - Report any missing, extra or injured students to building administration
 - Remain in safe area until “all clear” signal is given by building administration
 - Wait for additional instructions
- When implementing “DROP and TUCK” procedures:
 - Face an interior wall
 - Drop to your knees and roll forward to the balls of your feet
 - If physically unable to perform, sit on the floor
 - Tuck your head down and place your hands on top of your head and neck
 - Do not lie flat on the ground
- Minnesota State Statute 121A.037 requires that school practice at least one tornado drill annually.

GO Procedures:

Evacuation/Relocation (GO)

Critical Information:

- Evacuation procedures are used when conditions are safer outside the building than inside the building.

- Evacuation routes should be specified according to the type of emergency:
 - Bomb threats: Building administrator notifies staff of evacuation route dictated by known or suspected location of a device
 - Fire: Follow primary routes unless blocked by smoke or fire. Know the alternate route
 - Hazardous Materials: Total avoidance of hazardous materials is necessary as fumes can overcome people in seconds. Plan route accordingly
- When implementing Evacuation procedures:
 - Building Administration
 - Determine evacuation routes based on location and types of emergency
 - Announce evacuation
 - Specify any changes in evacuation routes based on location and types of emergency
 - Monitor the situation and provide updates and additional instructions as needed
 - Announce “all clear” signal once it is safe to re-enter the building
 - Staff
 - Take emergency go-kit and class roster
 - Take the closest and safest way out as posted or announced
 - Use a secondary route if the primary route is blocked or hazardous
 - Assist those needing special assistance
 - Do not lock classroom doors when leaving
 - Do not stop for student or staff belongings
 - Go to Assembly Area
 - When outside the building:
 - Check for injuries
 - Account for all students
 - Immediately report any missing, extra or injured students to building administration or incident command
 - Continue to contain and maintain students
 - Wait for additional instructions
 - When implementing Evacuation and Relocation procedures:
 - Building Administration
 - Determine whether students and staff should be evacuated to a relocation center
 - Alert school emergency response team of emergency type and evacuation
 - Notify relocation center

- If necessary, coordinate transportation or student process to relocation center
- Announce evacuation
 - Specify any changes in evacuation routes based on location and types of emergency
- Notify superintendent's office and district public information office of relocation center address
- Implement reunification procedures at the relocation/reunification site
 - Document the reunification of all students released
- Staff
 - Take emergency go-kit and class roster
 - Take the closest and safest way out as posted or announced
 - Use a secondary route if the primary route is blocked or hazardous
 - Assist those needing special assistance
 - Do not lock classroom doors when leaving
 - Do not stop for student or staff belongings
 - Remain with class en route to the relocation center
 - Take attendance upon arriving at the center
 - Immediately report any missing, extra or injured students to building administration or incident command
 - Continue to contain and maintain students
 - Wait for additional instructions
- When planning primary and secondary relocation sites, consider distance, accessibility, hours of operation, transportation and amenities (e.g. bathrooms, drinking water).
- An agreement should be made with owners of non-district buildings that may be used for relocation/reunification sites that details usage and availability (sample agreement is included at the end of this section).
- Relocation Centers List primary and secondary student relocation centers. Include maps and written directions to centers for staff reference. Primary relocation center Secondary relocation center
Address: Address: Phone: Phone:

Reunification/Student Release Procedures

At the beginning of the school year when reviewing the school safety procedures, inform parents about the student reunification and release procedures. The procedures should be

included in the student handbook which is distributed at the beginning of the school year and can be posted on the district web site.

- AAHS Reunification Procedures
- When implementing Student Reunification/release procedures:
 - Building Administration
 - Designate a location for reunification of students with authorized adults (e.g. parents, legal guardians or others authorized in student's emergency information)
 - Location: _____
 - Notify district administration and public information officer
 - Coordinate messages to parents with public information officer
 - Notify emergency responders for assistance with traffic control, crowd control and medical needs as needed
 - Activate staff assigned to set up the location for reunification.
 - Assigned staff take most current student emergency contact/pick up information to the site along with other reunification supplies
 - Request transportation for students and staff including special needs transportation
 - Provide for behavioral health services at the reunification site for students and parents
 - Ensure documentation of release of students
 - See the following planning guidance for more information on each of the steps indicated in this procedure.

CRISIS PROCEDURES:

Emergency Procedures are detailed actions school administrators and staff should take in the event of an emergency. The following emergency procedures may be used to guide emergency response in the situations below.

Assault

Critical Information

An assault is the intentional infliction of or attempt to inflict bodily harm upon another person. Early intervention may reduce or eliminate escalation of the incident.

When an assault occurs:

- Staff
 - Notify building administration
 - Ensure the safety of students and other staff
 - Work as a team in response

- Use a calm voice and low tones in addressing the assailant
- If behavior escalates, shout “Stop!” and continue to use a calm voice
- Disperse onlookers and keep others from congregating
- Ensure first aid is rendered to all injured parties (see Medical Emergency procedures)
- Do not leave the victim alone
- Seal off area to preserve evidence for law enforcement
- Identify the assailant by name and description (e.g. clothing, height)
- If the assailant has left the building, determine direction and mode of travel
- If assailant leaves in a vehicle, provide description of the vehicle and license number
- Identify any witnesses
- Building Administration
 - Call 911 and notify law enforcement
 - Give type and number of injuries
 - Advise if assailant is still in the building or on the property
 - Give name and description of the assailant
 - Give direction and mode of travel (vehicle type and description)
 - Consider lockdown procedures
 - Notify district administration
 - Notify parents or legal guardians of students involved
 - Make appropriate referrals to student services or student assistance team
 - Document all actions taken by staff and complete incident reports
- Minnesota Statute 121A.582 Subdivision 1. Student Discipline; Reasonable force standard. (a) A teacher or school principal, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

Bomb Threat

Critical Information

ALL bomb threats must be taken seriously until they are assessed. Schools are primarily responsible for assessing the threat. The decision to evacuate rests with the school, not emergency responders, UNLESS a device is located.

Upon receiving a bomb threat:

- Staff
 - Notify building administration
 - Preserve evidence for law enforcement
 - If written threat, place note in paper envelope to preserve fingerprints
 - If the threat is written on a wall, photograph

- If phoned threat, document all relevant information (see Threat Incident Report Form)
 - Complete Threat Incident Report Form
 - Building Administration
 - Call 911 to notify law enforcement
 - Assess the threat by using the Threat Assessment Procedures
 - Consult with emergency responders, as time permits
 - Determine credibility of threat • Document all actions taken by staff
 - If the bomb threat is determined to be credible:
 - Building Administration
 - Initiate appropriate Lockdown procedures
 - Provide additional instructions as necessary
 - Direct staff to implement scanning process for suspicious items o
 - Bombs may be placed anywhere on school property — inside or outside
 - Document all actions taken and findings by staff
 - Determine if evacuation procedures should be initiated
 - Staff
 - Implement appropriate Lockdown procedures
 - Scan classroom or assigned areas for suspicious items
 - Do not touch any suspicious devices, packages, etc. If a device(s) is located, it should be pointed out to emergency responders
 - Notify building administration of findings
 - If Evacuation Procedures are initiated:
 - Building Administration
 - Notify staff via phone system, hardwired PA system or by messenger. Do not use cell phones, radios or fire alarm system because of risk of activating a device
 - Ensure evacuation routes and area(s) are clear of suspicious items
 - Staff
 - Implement Evacuation procedures
 - Take emergency go-kit and class roster When responding to a bomb threat, law enforcement and first responders generally will not search a building unless requested. A bomb squad will generally not respond unless a suspicious package has been located.

Demonstration

Critical Information

Demonstrations on school property could be deemed trespassing. Minnesota State Statute 609.605 gives a school building administrator authority to have persons removed from school

property as trespassers if they are not authorized to be there.

- If demonstration is near, but not on school property:
 - Staff
 - Notify building administration Building Administration
 - Notify district administration
 - Notify and consult with law enforcement in developing a plan of action
 - Notify building staff
 - Encourage staff not to participate in student-led or public demonstrations and to maintain the learning environment
 - Monitor situation and make decisions based on developing information
 - Consider communication venues (e.g. Web site posting, email)
 - Consider lockdown with warning procedures (see Lockdown procedures)
- If demonstration is on school property:
 - Staff
 - Notify building administration Building Administration
 - Notify district administration
 - Notify and consult with law enforcement
 - Identify who asks the demonstrators to leave
 - Develop an action plan
 - Notify building staff
 - Encourage staff not to participate in student-led or public demonstrations and to maintain the learning environment
 - Consider lockdown with warning procedures (see Lockdown procedures)
 - Ensure safe entry into and exit from the building
 - Monitor situation and make decisions based on developing information
 - Consider communication venues (e.g. Web site posting, email)

Fight/Disturbance

Critical Information

Not all fights are criminal in nature. Many fights or disturbances are spontaneous behavioral situations that should not elicit a significant response from law enforcement. They should be handled by school staff and follow school district disciplinary policies and procedures.

- When a fight or disturbance occurs:
 - Staff
 - Notify building administration
 - Ensure the safety of students and other staff
 - Work as a team in response
 - One staff member seek administration assistance
 - One staff member address the disturbance

- Use a calm voice and low tones in addressing students
- If behavior escalates, shout “Stop!” and continue to use a calm voice to deescalate the situation
- Disperse onlookers and keep others from congregating in the area
- Don’t let a crowd incite participants
- Separate participants
- Ensure that first aid is rendered to all injured parties (see Medical Emergency procedures)
- Building Administration
 - Address the event according to school district discipline policy and procedures
 - Notify parents or legal guardians of students involved in fight
 - Notify district administration and law enforcement as indicated by school policy
 - Make appropriate referrals to student services or student assistance team
 - Document all actions taken by staff and complete incident reports

Fire

Critical Information:

Smoke is just as dangerous as fire. Most fire deaths are due to smoke inhalation. In the event of fire or smoke:

- Staff
 - Activate fire alarm and notify building administration
 - Check assigned locations where students may not hear alarm (e.g. washrooms, lunchroom, sound booths, dark rooms, pool, locker rooms)
 - Implement evacuation plan for any students needing special accommodations
 - Evacuate students and other staff to designated areas
 - Take emergency go-kits and class roster • If primary route is blocked or dangerous, use closest, safe exit
 - If trapped by fire, implement Shelter-in-Place procedures
 - Once outside, assemble a safe distance from building and emergency apparatus
 - Take student attendance o Report missing, extra or injured students to building administration Building Administration
 - Call 911 and notify emergency responders
 - Confirm address of school
 - Provide exact location of smoke or fire
 - Ensure fire alarm has sounded
 - Notify district administration

- Meet with fire officer
 - Identify the location of fire
 - Advise location of injured persons
 - Provide names of any missing persons
 - Determine if students need to be transported to an evacuation site
 - Notify parents or legal guardians of student reunification and release procedures
 - Signal “all clear” when safe to re-enter school building
- Additional Considerations
- Plan for accommodations for students or staff with special needs

Hazardous Materials

Critical Information

In the event of a natural or propane gas leak or odor – EVACUATE IMMEDIATELY. In all other cases, first responders will take command of the situation and determine the steps to take regarding evacuation, shelter-in-place and ventilation systems (HVAC). In the event of a hazardous material incident inside a school building:

- Staff
 - Notify building administration
 - Report location and type (if known) of the hazardous material
 - Move students away from the immediate danger zone
 - If safe, close doors to the affected area
 - If implementing Evacuation procedures
 - Take emergency go-kits and class roster
 - Take attendance and report missing, extra or injured students to building administration
 - Render first aid as needed Building Administration
 - Call 911 and notify emergency responders
 - Report location of leak or spill and type of material (if known)
 - Report any students or staff missing or injured
 - Develop an action plan with emergency responders (e.g. evacuation, shelter-in-place, shutdown ventilation system (HVAC))
 - Notify district administration
 - Move staff and students away from the immediate danger zone
 - Keep staff and students from entering or congregating in danger zone
 - Document all actions taken
 - Report incident to Minnesota Duty Officer (800-422-0798 or 651-649-5451) In the event of a hazardous material incident outside a school building:
- Staff
 - Notify building administration
 - Report location and type (if known) of hazardous material
 - Move students away from the immediate vicinity of the danger

- If outside, implement Reverse Evacuation procedures
- Building Administration
 - Monitor situation
 - Notify district administration
 - Consult with emergency responders
 - Identify the need for evacuation
 - Develop an action plan with emergency responders
 - Consider implementing Shelter-in-Place procedures
 - If there is an airborne release, shutdown ventilation system (HVAC)
 - Notify parents or legal guardians of student reunification and release procedures
 - Document all actions taken

Hostage

Critical Information

If the hostage-taker is unaware of your presence, Do Not Attract Attention! In the event of a hostage situation and you are taken hostage:

- Cooperate with the hostage-taker to the fullest extent possible
- STAY CALM, try not to panic; calm students if they are present
- Be respectful to the hostage-taker
- Ask permission to speak; do not argue or make suggestions If you witness a hostage situation:
- Staff
 - Notify building administration immediately
 - Keep all students in their classrooms until further notice
 - Wait for further instructions
- Building Administration
 - Initiate Lockdown with Intruder procedures
 - Call 911 and notify emergency responders
 - If known, provide a description of the following:
 - Identity and description of the individual
 - Description and location of the incident
 - Number of hostages
 - Number of injuries
 - Seal off area near hostage scene
 - Students should be moved from exposed areas or classrooms to safer areas of the building
 - As soon as possible, and only if it can be accomplished safely, assign a staff member to stand outside warning visitors of the danger, until law enforcement arrives

- When law enforcement arrives, they will take control of the situation
 - Continue to coordinate with law enforcement for the safety and welfare of students and staff
- Document all actions taken In planning, work with local law enforcement to identify their response methods and capabilities. At the beginning of each school year, provide them with updated building diagrams.

Intruder

Critical Information

An intruder may be either well- or ill-intentioned. Early intervention may reduce or eliminate the escalation of the incident. There is always the potential that an intruder may possess a weapon or become violent. When interacting with a stranger at school, use the “I CAN” rule.

Intercept Contact Ask Notify In the event an unauthorized person enters school property (intruder):

Staff

- Politely greet the subject and identify yourself
- Consider asking another staff person to accompany you before approaching the subject
- Inform the subject that all visitors must register at the reception area
 - Ask the subject the purpose of his or her visit o If possible, attempt to identify the individual and vehicle
 - Escort the subject to the reception area
- If the subject refuses or his or her purpose is not legitimate, notify building administration that there may be an intruder in the school building
 - Attempt to maintain visual contact with the intruder until assistance arrives
 - If possible keep students away from the intruder
 - Take note of the subject name, clothing and other descriptors
 - Observe the actions of the intruder (e.g. where he or she is located in the school building, whether he or she is carrying a weapon or package)
- Back away from the subject if he or she indicates a potential for violence
- Allow an avenue of escape for both the intruder and yourself
- Building Administration
 - Respond to call for assistance from staff
 - Advise the subject they are trespassing and need to leave the school or law enforcement will be notified
 - If the subject refuses or his or her purpose is not legitimate,
 - Consider initiating Lockdown with Intruder procedures
 - Call 911 and notify law enforcement o Advise law enforcement of the intruder’s location and provide a full description o Attempt to keep the subject in full view until law enforcement arrives while maintaining a safe

distance o Provide all staff with a full description of the intruder • Notify district administration • Document all actions taken by staff Minnesota State statute 609.605 subd.4 gives a school building administrator authority to have persons removed from school property as trespassers if they are not authorized to be there.

Medical Emergency

Critical Information

The role of school staff in a medical emergency is to provide care to the victim until first responders arrive. Staff should NOT provide any first aid beyond their training. Staff should comfort the victim and reassure him or her that medical attention is on the way. Before providing assistance, staff should survey the scene for additional hazards and ensure it is safe to render aid. In the event a non-responsive or life-threatening injury or illness:

- Staff
 - Send for immediate help (notify health office staff or school nurse) and Call 911
 - Describe injuries, number of victims and give exact location
 - Notify building administration
 - DO NOT move the victim(s), especially if you suspect a head or neck injury, unless safety is a concern
 - Check victim for medical alert bracelet or necklace
 - Provide information to first responders
 - Disperse onlookers and keep others from congregating in the area
 - If possible, isolate the victim(s)
 - Direct someone (e.g. staff, student) to meet and guide the first responders
 - Assist emergency medical services personnel with pertinent information about the incident
 - Complete an incident report and document all actions taken Building Administration
 - Ensure 911 was called and provide any updated information
 - Secure victim(s) medical emergency profile
 - Activate school emergency response team
 - Ensure someone (e.g. staff, student) meets and directs first responders
 - Provide any additional information about the status of the victim(s)
 - Provide information from the victim(s) medical emergency profile
 - If needed, assign a staff member to accompany victim(s) to the hospital
 - Notify district administration
 - Notify victim(s) parents, legal guardians or emergency contact

- Activate Recovery procedures as appropriate
 - Conduct a debriefing
- Document all actions taken by staff For medical emergencies related to life-threatening allergies:
- Students with life-threatening allergies should have emergency care plans completed by their parents or legal guardians and made accessible to school personnel
- Bus drivers and kitchen staff should be informed of students with known life threatening allergies
- Encourage all employees with special health considerations to alert building administration

Poisoning

MN Poison Control Center

1-800-222-1222 Call the **MN Poison Control** system for all poison emergencies and questions. We are available 24/7.

Severe Weather

Tornado/Severe Thunderstorm/Flooding

Critical Information

Tornado shelter areas are interior hallways, interior restrooms or rooms away from exterior walls and windows and large rooms with long-span ceilings in permanent structures. Building diagrams should be posted in each classroom highlighting routes to safe areas. Watches: Indicate conditions are right for development of a weather hazard. Watches provide advance notice. Warnings: Indicate a hazard is imminent or the probability of occurrence is extremely high. If a tornado or severe thunderstorm WATCH includes all or part of the district area:

- District Administration
 - Monitor National Weather Service (NOAA) weather radio, all-hazard or emergency alert radio
 - Notify impacted schools, buildings and programs in the district
 - Building Administration:
 - Monitor National Weather Service (NOAA) weather radio, all-hazard or emergency alert radio
 - Activate appropriate members of the school emergency response team to be aware of potential weather changes
 - Notify head custodial staff of potential utility failure
 - Consider moving all persons inside building(s)
 - Consider closing windows

- Review severe weather sheltering procedures and location of shelter areas
 - Staff
 - Review “Drop and Tuck” procedures with students
 - If a tornado or severe thunderstorm WARNING has been issued or a tornado has been spotted near the school:
 - District Administration
 - Notify impacted buildings and programs in the school district
 - Continue to monitor National Weather Service (NOAA) weather radio, all-hazard or emergency alert radio or television stations
 - Provide any updated information to impacted schools, buildings and programs
 - Building Administration
 - Activate appropriate members of the school emergency response team of a change in weather status
 - Initiate Severe Weather Shelter Area procedures
 - Move students and staff out of portable classrooms and into a permanent building
 - Notify parents and legal guardians according to district policy
 - Staff
 - Initiate Severe Weather Shelter Area procedures
 - Close classroom doors
 - Take emergency go-kit and class roster
 - Ensure students are in “tuck” positions
 - Take attendance and report any missing, extra or injured students to building administration
 - Remain in shelter area until an “all clear” signal is issued
 - In the event of building damage, evacuate students to safer areas
 - If evacuation does occur, do not re-enter the building until an “all clear” signal is issued
 - District Administration
 - Monitor NOAA weather radio, all-hazard or emergency alert radio stations
 - Develop an action plan with local emergency management officials and transportation coordinator
 - Notify any impacted buildings or programs in the district Building Administration
 - Review evacuation procedures with staff
 - Notify relocation centers
 - Determine an alternate relocation center if primary and

- secondary centers are affected
 - Notify transportation resources
 - If district officials and emergency responders advise evacuation, do so immediately
 - Notify parents or guardians of evacuation and relocation
- Staff
 - Initiate Evacuation procedures as directed
 - Take emergency go-kit and class roster
 - Take attendance and report any missing, extra or injured students to building administration

Sexual Assault

Critical Information

Sexual assault is a crime of violence. For the victim, it is often an experience of fear, humiliation, violence and loss of control. Victims may experience a full range of emotional reactions. It is extremely beneficial for the victim to seek support regarding the assault. Schools should address sexual assault as a crisis or emergency when:

- A rape or sexual assault occurs on campus
- A member of the victim's family or friend requests intervention
- Rumors or myths of an alleged incident are widespread and damaging In the event of a sexual assault or notification of a sexual assault:
- Staff
 - Notify building administration immediately
 - Complete all required reports
 - Maintain confidentiality during the investigation
 - Direct the individual (e.g. student or staff) not to repeat any information elsewhere in the school, especially if not the direct victim
 - Do not leave the victim alone
 - Ensure the short-term physical safety of the victim
 - Notify the school nurse or student services to provide care and secure immediate medical treatment if needed
 - If appropriate, preserve all physical evidence
 - Building Administration
 - Maintain confidentiality during the investigation
 - If a staff person heard the report, instruct them not to repeat anything or give any information within or outside the school unless specifically told to do so
 - If assault occurred on campus
 - Notify appropriate law enforcement

- Notify local rape crisis center
- Designate a school counselor or staff member who has a positive relationship with the victim to review the types of support she or he may need
- Determine needs for peer support
- Encourage the victim to seek support from a rape crisis center
- Take action to control rumors
- Document all actions taken by staff and complete incident reports
- Store all records related to sexual assault incidents and services provided in a confidential administrative file. A sexual assault examination is an important piece of evidence in a sexual assault investigation. The exam should be performed as soon as possible to preserve quality and quantity of the evidence. A trained medical professional will perform the exam. The victim must be advised on how to protect the evidence she or he may have. The victim must be told not to douche, bathe, shower, wash or throw away the clothing she or he was wearing at the time of the sexual assault.

Shooting

Critical Information

School policies should address who has the authority to initiate lockdown/flee procedures in all schools and buildings. If a person displays a firearm, begins shooting or shots are heard:

- Staff
 - Seek immediate shelter or flee to the nearest exit for staff and students
 - Call 911 and notify emergency responders. Provide the following information, if known:
 - Location of shooter(s)
 - Description, identity and number of shooters
 - Description of weapon(s)
 - Number of shots fired
 - Is shooting continuing?
 - Number of injuries
 - Provide location of the shooting, if known
 - As soon as threat is removed, take attendance and notify other staff of missing students or staff.
 - If threat is still active ***do not share your location in the building or surround neighborhood since a threat may still be active***
- Building Administration

- Document all actions taken by staff
- Implement Media procedures
- Implement Recovery procedures. Work with local law enforcement to identify their response methods and capabilities. Provide law enforcement updated building diagrams at the beginning of each school year.

Suicide Attempt or Threat

Critical Information

Writing, talking or even hinting about suicide must be taken seriously. Immediate intervention is essential. Student confidentiality is superseded by the need for student safety. In the event a staff member believes a student is a suicide risk or has attempted suicide:

- Staff
 - Stay with the student until assistance arrives
 - Notify school administration, counselor, social worker or school psychologist
 - Ensure short-term physical safety of the student, provide first aid if needed
 - Listen to what the student is saying and take the threat seriously
 - Assure the student of your concern
 - Assure the student you will find help to keep him or her safe
 - Stay calm and don't visibly react to the student's threats or comments
 - Do not let the student convince you the crisis is over
 - Do not take too much upon yourself. Your responsibility is limited to listening and providing support until the student can receive appropriate medical care or counseling
- Building Administration
 - Call 911 if the student needs medical attention, has a weapon, needs to be restrained or a parent or guardian cannot be reached
 - Determine a course of action with the school's mental health professional
 - Contact student's parent or guardian and make appropriate recommendations (18+ student - contact parent unless the Crisis Committee determines that contacting the parent may increase the risk)
 - If risk is deemed high by Crisis Committee, do not allow the student to leave school without a parent or guardian, or police officer or ambulance
 - Document all actions
 - Follow-up and monitor to ensure student safety
 - Implement Recovery procedures: School staff must exercise caution when discussing an attempted suicide or death by suicide with students. When the incident becomes public knowledge, it is best to request permission from the

family to discuss it with students in order to address emotional reactions within the school community.

Suspicious Package or Mail Chemical/Biological Threat

Critical Information

Characteristics of a suspicious package or letter include excessive postage or excessive weight; misspellings of common words; oily stains, discolorations, or odor; no return address or a city or state postmark that does not match the return address; or a package that is not anticipated by someone in the school or is not sent by a known school vendor. If you receive a suspicious package or letter by mail or delivery service:

- Staff
 - DO NOT OPEN package or letter
 - Notify building administration
 - Limit access to the area where the suspicious letter or package is located to minimize the number of people who might directly handle it
 - Preserve evidence for law enforcement
- Building Administration
 - CALL 911 and notify law enforcement
 - Notify district administration
 - Document all actions taken by staff If a letter/package contains a written threat but no suspicious substance.
- Staff
 - Notify building administration
 - Limit access to the area in which the letter or package was opened to minimize the number of people who might directly handle it
 - Preserve evidence for law enforcement
 - Complete Threat Incident Report Form
- Building Administration
 - Call 911
 - Preserve evidence for law enforcement and turn the letter or package over to law enforcement
 - Document all actions taken by staff If a letter or package is opened and contains a suspicious substance.
- Staff
 - Notify building administration
 - Limit access to the area in which the letter or package was opened to minimize the number of people who might directly handle it
 - Isolate the people who have been exposed to the substance to prevent or minimize contamination

- Preserve evidence for law enforcement
- Complete Threat Incident Report Form
- Building Administration
 - Call 911
 - Preserve evidence for law enforcement
 - Turn the letter or package over to law enforcement
 - Consult with emergency officials to determine:
 - Need for decontamination of the area and the people exposed to the substance
 - Need for evacuation or shelter-in-place
 - Notify district administration
 - Notify parents or legal guardians according to district policies When sorting mail, staff should always be aware of the characteristics of a suspicious package or letter. When a suspicious package or letter has been identified, these procedures should be implemented immediately.

Terrorism

Critical Information

Terrorism is the unlawful use of force or violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives (Federal Bureau of Investigation). Most terrorism events are at a national or international level. Initially, domestic or local events will be perceived as a criminal act and not immediately recognized as terrorism. In the event of an attack within the United States: District

- Administration
 - Monitor the situation
 - Consult with local law enforcement and emergency management agencies
 - Develop an action plan o If school is in session, consider a district wide lockdown with warning (see Lockdown procedures) or student release
 - Notify all building administration
 - Implement district-wide behavioral health crisis intervention procedures
 - Notify parents or legal guardians of actions taken
 - Availability of counselors
 - If implementing Lockdown procedures, instruct parents not to come to the school
 - If implementing Student-Release procedures, notify parents of reunification plan
 - Re-evaluate action plan as new information develops
 - Building Administration

- Monitor the situation
- Consult with district administration
 - Implement district-wide action plan
 - Implement behavioral health crisis intervention procedures
 - Notify all staff
 - Allow teachers to suspend regular learning programming
 - Provide opportunities for students to meet with student services staff
 - Staff
 - Inform students of the incident in an age appropriate manner
 - Stay calm and address student concerns
 - Limit access to media outlet (e.g. television, radio, internet)
 - Answer student questions honestly
 - Do not allow students to speculate or exaggerate graphic details
 - Decide whether or to temporarily suspend regular learning programming adjusting lesson plans to include discussion and activities about the event
 - Monitor student behaviors and reactions and make referrals to appropriate student services staff It is important to restore the learning environment as soon as possible, maintaining structure and stability throughout the school day. Try to engage in classroom activities that do not focus solely on the attacks. Children are comforted by normal routines and "back-to-normal" activities will help and reassure them.

Threat

Critical Information

A threat is the expression of intent to harm one's self, another person or property. A threat can be spoken, written, or symbolic (e.g. a gesture). A threat can be direct, indirect, veiled or conditional. A threat may be a crime. All threats must be taken seriously and evaluated to address imminent danger and determine course of action.

Option A: In the event of IMMEDIATE danger:

- Staff

- Take immediate action to secure or isolate the individual making the threat
- Prevent access to potential weapons
- Prevent access to the individual's backpack, purse, locker, cell phone or other personal property that may contain a weapon
- Take immediate action to move others from harm's way (in the immediate vicinity of the incident)
- Notify building administration
- Building Administration
 - Initiate Lockdown with Intruder procedures
 - CALL 911
 - Notify district administration
 - Document the incident

OPTION B: If threat is identified but there is no immediate risk:

- Staff:
 - Complete a Threat Incident Report Form
 - Notify building administration and student services staff
 - Maintain confidentiality
 - Building Administration:
 - Convene the appropriate staff to evaluate the threat (e.g. Threat Assessment Teams or Student Assistance Teams). Use Threat Assessment guidance to determine threat credibility
 - Notify law enforcement, if appropriate
 - Conduct search of school and personal property, if needed
 - Interview the individual posing a threat
 - Develop an action plan
 - Notify district administration
 - Contact parents or legal guardians
 - Inform them of the situation, any concerns and course of action
 - Obtain permission to exchange information between agencies
 - Document any referrals, actions taken and decisions made
 - Implement recovery procedures

Weapons

Critical Information

Student access to weapons creates significant risk within a school environment. Early

intervention may reduce or eliminate escalation of the incident. If you are aware of a weapon on school property:

- Staff
 - Notify building administration immediately and provide the following information:
 - Location, identity and description of the individual
 - Description and location of weapon(s)
 - Whether the individual has threatened him or herself or anyone else
 - Limit information to staff and students on a need to know basis
 - Stay calm and do not call attention to the weapon
- Building Administration
 - Call 911 to report that a weapon is in school
 - Provide location, identity and description of the individual
 - Provide description and location of weapons
 - Develop an action plan for response
 - If the weapon is located on an individual, isolate the individual
 - If the weapon is in a locker or in a backpack, prevent access to that area
 - Determine whether to initiate Lockdown, Evacuation or other procedures
 - Notify district administration
 - Conduct weapon search, if needed
 - DO NOT approach the individual alone. Consider these factors:
 - Need for assistance from law enforcement
 - Best time and location to approach individual
 - Description, location and accessibility of weapon(s)
 - Safety of persons in the area
 - State of mind of the individual
 - If the individual displays or threatens with the weapon(s):
 - DO NOT try to disarm him or her
 - Avoid sudden moves or gestures
 - Use a calm, clear voice
 - Instruct the individual to place the weapon down
 - Use the individual's name while talking to them
 - Allow for escape routes. Back away with your hands up
 - If the individual is a student, notify parent or guardian
 - Document all actions taken by staff
 - File report according to district policy Staff members should be familiar with definitions of weapons within their school district's policies.

Source:

www.dps.mn.gov/divisions/hsem/mn-school-safety-center/Pages/planning-universal-procedures.aspx

AAHS School Crisis Response Team

General guide for school teams:

<https://ojp.gov/ovc/publications/bulletins/schoolcrisis/pg3.html>

Crisis Response Team Members (alphabetical):

- Ty Cody, Sam Kvilhaug, Mallery Hammers, Julie Peterson, Shoua Yang, Jenny Rubio

Crisis Team purpose: A trained school safety and crisis response team is essential to respond in a timely, efficient manner should a school crisis occur. At a minimum, the team should include an administrator, school-employed mental health professional, school security personnel, and other appropriate school personnel. Each crisis response team member needs to have clearly defined roles and responsibilities.

Team roles:

- Crisis team chair (Sam)—Convenes scheduled and emergency team meetings, oversees both broad and specific team functions, ensures that the required resources are available to each team member for assigned duties, and communicates with the district-level team. Is often an administrator or designee.
- Crisis team chair (Mallery)—Assists the crisis team chair with all functions and substitutes for the chair in the chair's absence.
- Coordinator of counseling (Mallery)—Develops mechanisms for ongoing training of crisis team members and other school staff and identifies and establishes liaisons with community resources for staff and student counseling. At the time of a crisis, determines the extent of counseling services needed, mobilizes community resources, and oversees the mental health services provided to students. Must have appropriate counseling and mental health skills and experience.
- Staff notification coordinator (Ty)—Establishes, coordinates, and initiates the telephone tree when school is not in session to contact the crisis team and general school staff,

including itinerant, part-time, and paraprofessional staff. Also establishes a plan to rapidly disseminate relevant information to all staff during regular school hours.

- Communications coordinator (Jenny)—Conducts all direct in-house communications, screens incoming calls, and maintains a log of telephone calls related to the crisis event. Helps the staff notification coordinator develop a notification protocol for a crisis event that occurs during the school day.
- Media coordinator (Julie)—Contacts the media; prepares statements to disseminate to staff, students, parents, and the community; and maintains ongoing contact with police, emergency services, hospital representatives, and the district office to keep information current.
- Crowd management coordinator (Sam)—In collaboration with local police and fire departments, develops and implements plans for crowd management and movement during crises, including any required evacuation plans and security measures. Crowd management plans must anticipate many scenarios, including the need to cordon off areas to preserve physical evidence or to manage increased vehicular and pedestrian traffic. Because of the possibility of actual threats to the physical safety of students, crowd management plans must provide for safe and organized movement of students in a way that minimizes the risk of harm to them under various threats, such as sniper fire.
- Local police: call 911

Resources:

- Resources for Coping with a School Shooting or Other Traumatic Event
 - www.macmh.org/2012/12/trauma-resources/?j=5204416&sfmc_sub=697889995&l=51320_HTML&u=129753247&mid=1077892&jb=106
- <https://dps.mn.gov/divisions/hsem/mn-school-safety-center/Pages/policy.aspx>
- School safety is both a moral responsibility to students, teachers and other school staff personnel, and a legal obligation. The state of Minnesota and the Federal Government have legislated mandates regarding school safety that all schools must implement and uphold. While implementation and adherence to the statutes does not guarantee a safe school, a combination of prevention efforts in addressing school climate, planning and facility will assist in creating a safer school environment.
- Guidance for school safety: <http://education.state.mn.us/MDE/dse/safe/clim/er/>

