

School Board Meeting Agenda  
Tuesday, October 16, 2018  
5:00 pm  
AAHS Classroom 122

Present: Amy Charpentier, Deah Ehalt, Jill Heroff, Josh MacLachlan, Katie Siewert, Rachael McNamara, Eric Hove, David Massey, Dean Walczak (business manager, ex-officio), AAHS TPS Representative (ex-officio)

Absent:

Agenda

1. Call to Order
2. Approval of October 2018 Agenda and September 2018 Minutes
3. Public Comments
4. Financial Report—
  - a. Approval of September 2018 Financial Report
  - b. Approval of September 2018 Disbursements
5. TPS Report—
  - a. Enrollment:
  - b. ADM:
  - c. School Events:
  - d. TPS Accountability Manager:
  - e. Staffing:
  - f. Committees:
    - i. TPS:
    - ii. PerCom:
    - iii. Evaluation Task Force:
    - iv. Curriculum:
    - v. Financial:
    - vi. PLC Committee:
    - vii. ESSA Task Force:
    - viii. OTHER:
6. Student Data—Katie Siewert
  - a. Presentation of data dashboard and summary of data for:
    - i. Presentation quality (8.2)
    - ii. Overnight experiences quality (8.3)
    - iii. Attendance rate (10.1)

- iv. Individual attendance (10.2) measures
- v. Q1 attendance

7. Strategic Items

- a. Policy Review:
  - i. 3.5 through 3.11 – First Reading
  - ii. 7.3 Procedures for Handling Complaints – Second Reading
  - iii. Bylaw Review: Section IV – Second Reading
- b. Review of Board Self-evaluation Results
- c. RACI Team Update

8. Action Items

- a. Approval of revisions to Policy 7.1 (Staff Meetings)
- b. Approval of revisions to Policy 7.2 (Email)
- c. Certification of List of Candidates for Annual School Board Election
- d. Approval of Revised Budget for 2018-2019
- e. Approval of Calendar Changes requested by TPS
  - i. Approve rescheduling of conferences to 11/20/18 and 11/21/18
  - ii. Approve student half-days for the following dates: 11/01/18, 12/10/2018, 01/22/2019, 02/21/2019, 03/21/2019, 04/25/2019, and 05/31/2019
- f. Approval of AAHS School Leader Qualifications Policy
- g. Approval of Annual Report

9. Adjourn

School Board Meeting Minutes  
Tuesday, September 18, 2018  
5:00 pm  
AAHS Classroom 122

Present: Rachael McNamara, Josh MacLachlan, Amy Charpentier, Eric Hove, Leann Lindusky, Deah Ehalt, Katie Siewert, David Massey, Stephanie Bade (AAHS TPS representative, ex-officio)

Absent: Jill Heroff, Dean Walczak (business manager, ex-officio),

Amy Charpentier departed at 6:05 pm, prior to votes on Action Items; appointed Josh MacLachlan to conduct meeting in her stead.

**Minutes**

1. Call to Order
  - a. Amy Charpentier calls the meeting to order at 5:00 pm.
2. Approval of September 2018 Agenda
  - a. Katie Siewert motions to approve the September 2018 agenda. Amy Charpentier seconds.
  - b. Discussion:
    - i. Josh MacLachlan proposed amending the agenda to include an item under Strategic Items to provide updates on Exhibit S of the Renewal Contract between ACNW and AAHS.
  - c. Katie Siewert rescinds her previous motion and re-motions to approve the September 2018 as amended. Amy Charpentier seconds.
  - d. Motion passes: Unanimous.
3. Approval of August 2018 Minutes
  - a. Amy Charpentier motions to approve the August 2018 minutes. Deah Ehalt seconds.
  - b. Discussion:
    - i. Amending the minutes to state Minutes instead of Agenda.
  - c. Motion passes as amended: Unanimous.
4. Public Comments
  - a. No comments from the public.
5. Financial Report—Josh MacLachlan
  - a. Approval of August 2018 Financial Report
    - i. Katie Siewert motions to approve the August 2018 Financial Report. Amy Charpentier seconds.
    - ii. Discussion:
      1. 17% through fiscal year. Used 11% of budget.
      2. AAHS is behind in revenue but keeping expenses low.
      3. Current enrollment is at 86 which is far lower than the budgeted ADM of 101.
      4. AAHS will need to increase enrollment or adjust the budget.
      5. Traditionally end of September through October AAHS sees an influx of students. Ideally enrollment should be at least 5 students higher by now.
      6. Strategies to improve enrollment? Had 12 inquiries since the beginning of the school year. Two enrollments lined up today that didn't show.
      7. Rachael McNamara requested setting a placeholder in the November 2018 agenda to discuss a potential revision of the budget. FinCom will contact Dean Walczak this week to solicit his recommendations for potential revisions to the budget.

8. Discussion of changes that could be made to the report. Board requested that the narrative and explanations at the bottom of the report be changed to provide more insight. The ADM metric was added but is considered incomplete by the Board. Board also requested additional column headers and column descriptions on future financial reports.

iii. Motion passes: Unanimous.

b. Approval of August 2018 Disbursements

- i. Josh MacLachlan motions to approve to August 2018 disbursements. Amy Charpentier seconds.

ii. Discussion:

1. There are two unspecified purchases on the report:
  - a. \$20.95 to Cub Foods.
  - b. \$582.87 to Amazon. (Josh MacLachlan stated this was for classroom supplies for a new teacher.)
2. Josh will contact Dean to see if they can locate purchase orders for the above unspecified purchases.
3. David Massey noted that no lease payments are shown on August's disbursements.
  - a. David Massey reported he emailed Dean about setting up recurring ACH payments with the building's landlord shortly after last month's meeting and that Dean hasn't yet replied.
  - b. Josh MacLachlan said FinCom spoke with Dean about these lease payments.
  - c. The Board also noted that Dean hasn't been negotiating his payments.
  - d. The Board has concerns that the budget and fund balance aren't reflective of AAHS's true financial status.
  - e. Board instructed Josh MacLachlan (as a representative of FinCom) to contact Dean Walczak this week and request that Dean Walczak provide following information to the Board by Friday, September 21, 2018:
    - i. An explanation why payments aren't made to the landlord in a timely manner.
    - ii. An explanation why Dean Walczak isn't negotiating his payments.
    - iii. An explanation if the current fund balance shown reflects the liabilities discussed above.
  - f. Board also expressed concerns that new label on the disbursement report ("undetermined") may not be conveying complete information.

iii. Motion passes: Unanimous.

6. TPS Report—Stephanie Bade

- a. Enrollment: 86 students. 12 inquiries since the beginning of the school year. AAHS has done some Facebook targeted ads for recruitment. There has been discussion of newspaper advertisements or a potential referral program.
- b. ADM: 84.73
- c. School Events: Conferences in November. Hired a new art teacher named Max.
- d. TPS Accountability Manager: Sam Kvilhaug. In charge of managing the Trello and making sure deadlines are met.
- e. Staffing: Fully staffed beginning Block 2. Hired a new speech therapist contracted once a week.
- f. Committees:
  - i. TPS: None
  - ii. PerCom: None.
  - iii. Evaluation Task Force: None.

- iv. Curriculum: Went to “Forced from Home” exhibit. A class trip to “Lebanon Hills” and two points on the Mississippi for water quality monitoring. Classes are using a program called Newzila to help improve literacy. Gives daily data that can be used by teachers to develop strategies.
- v. Financial: None.
- vi. PLC Committee: First meeting this month. A weekly meeting. Focusing on data and assessment to meet student goal. i.e. Teachers sharing strategies on how to assess students.
- vii. ESSA Task Force: Three people meet with AAHS staff every week from the regional center to offer suggestions for improvement.

7. Student Data—

- a. Presentation and summary of MCA data for:
  - i. Reading (Academic Goal 5.1)
    - 1. Will be provided by the end of the month to ANCW.
    - 2. Last year’s results are in-line with expectations.
    - 3. Looking to improve reading scores for the next academic year.
  - ii. Math (Academic Goal 6.1)
    - 1. Will be provided by the end of the month to ANCW
    - 2. Last year’s results are in-line with expectations.
    - 3. Looking to improve scores for the next year.
  - iii. Science (Academic Goal 7.1)
    - 1. Will be provided by the end of the month to ANCW.
    - 2. Last year’s results are in-line with expectations.
    - 3. Looking to improve scores for the next academic year.
- b. Discussion:
  - 1. Looking to set up a reporting system that can take this raw data to correlate with our goals for ANCW.
  - 2. MCA data is 15% of our academic goals for Audubon.
  - 3. Update for next meeting in the ESSA, making the ESSA team accountable for explaining MCA data.

8. Strategic Items

- a. Review of Graduations Requirements and Credit Transfer Policy
  - i. Discussion:
    - 1. First posted Graduation Requirements to graduate from AAHS.
    - 2. Need 86 credits to graduate with a specified breakdown of required courses and electives. Includes electives that are specific to AAHS such as the senior project.
    - 3. Includes an exhibit showing the conversion ratio of credits.
    - 4. IEPs are not subject to this policy.
  - b. Scheduled Policy Review:
    - i. 7.1 Staff Meetings – Second Reading
      - 1. Discussion:
        - a. There are no all staff meetings. Everything is broken down by committee.
        - b. Discussion of when attendance is required. Attendance not required when PTO is used.
        - c. Revisions made to the policy; those revisions will be moved to an action item in the October 2018 meeting.
    - ii. 7.2 E-mail – Second Reading
      - 1. Discussion:
        - a. Removal of the first sentence.
        - b. Revisions made to the policy; those revisions will be moved to an action item in the October 2018 meeting.
    - iii. 7.3 Procedures for Handling Complaints – First Reading

- 1. Discussion:
      - a. Revisions discussed and made to the policy.
      - b. Those revisions will be read in October 2018 for the Second Reading.
  - iv. 3.15 Academic Arts High School Conflict-Resolution Policy – First Reading
    - 1. Discussion:
      - a. Board requests the TPS committee evaluate the policy to see if it may be retired/removed by December 2018 meeting.
  - v. Board Bylaw Review: Article IV – First Reading
    - 1. Discussion:
      - a. Second reading schedule for October 2018 meeting.
- c. Nominations for School Board due by October 16, 2018
  - i. Discussion: 7 board seats standing for election in the November 2018 annual meeting/board meeting. Board will certify a list of nominees at October 2018 meeting.
- d. RACI Team Update
  - i. No update at this time.
- e. Updates on Exhibit S of the Renewal Contract between ACNW and AAHS-Josh MacLachlan
  - i. Financial Training (F.1.1): The Board did not have a summer retreat and, thus, did not yet have a financial training. With several new members, the plan is to have a retreat in late November or early December after elections to onboard new members and do financial training at the same event.
  - ii. Policy Review Cycle (F.1.2): Policy review calendar updated with board bylaws has been submitted to ANCW via Epicenter.
  - iii. Programming Focused on Student Achievement (O.1.2): Items relevant to this section of Exhibit S were shared with the Board. The school's "value statement" guiding academic rigor is still in development, but a list of academic values and guidelines for high quality student projects has been generated.
  - iv. Instructional Leadership (O.1.2): A narrative including PLCs for student analysis was presented to the Board.
  - v. Board Self-Evaluations (O.2.1): Self-evaluations by members of the Board have not yet been completed. A model for self-evaluation was chosen (Green Isle Community School Board Member Self Evaluation) and board members will complete the evaluation via a Google Forms so that data can be aggregated and analyzed at October 2018 board meeting. This data will inform training needs for the two other retreats beyond the planned retreat in late November/Early October.
  - vi. Management Accountability (O.2.3): The Board's "RACI team" has been working with a contractor and members of the TPS committee to develop clear evaluation system with measurable outcomes that meets the needs of our unique organizational structure. The team has a proposal for such a system but is not yet ready for review by the Board. The RACI Team should be ready to present this system by the October 2018 meeting.

## 9. Action Items

- a. Approval of updated 6.8 Leaves of Absence Policy (PTO)
  - i. Approval of revisions to 6.8.2 through 6.8.8
    - 1. Eric Hove motions to approve revisions to 6.8.2 through 6.8.8. Josh MacLachlan seconds.
    - 2. Discussion:
      - a. Highlighted minor changes to these sections to reflect consistency in formatting, grammar, and terminology.
    - 3. Motion passes: Unanimous.
  - ii. Approval of revisions to 6.8.1
    - 1. Josh MacLachlan motions to approve revisions to 6.8.1. Rachael McNamara seconds.

2. Discussion:
    - a. The revisions to 6.8.1 authorize payouts of unused PTO in limited circumstances upon a staff member's non-renewal of a work agreement at a rate equivalent to \$50.00 per day.
    - b. The payout rate of \$50.00 per day is a quarter of the cost of hiring a substitute for an absent staff member.
    - c. Some Board members raised concerns about whether AAHS can afford to adopt such a policy at this time. Other Board members opined that the impact on the school's total budget would be minimal and would make the School's PTO policies similar those in the private sector.
    - d. The Board expressed concern that staff members may be able to use PTO to "run out the clock" on their current work agreement after non-renewal for the following academic year. To address this concern, adding the following language was suggested: "PTO cannot be used to extend, or be substituted for, hours worked during the notice of termination period."
  3. Josh MacLachlan rescinded his prior motion, and re-motions to approve revisions to 6.8.1 to include the following language: "PTO cannot be used to extend, or be substituted for, hours worked during the notice of termination period." Rachael McNamara seconds.
  4. Motion Passes:
    - a. Aye: 6.
    - b. Nay: 1 (Eric Hove).
    - c. Abstain: 0.
  - b. Approval of Contract with Dean Walczak Financial Management, LLC
    - i. Discussion:
      1. No motion necessary. This contract was already approved in a prior meeting (June 2018). Board schedules further discussion on revisiting this contract in March 2019 (three months prior to the contract renewal scheduled for June 2019).
  - c. Approval of Substitutes for Special Education Teachers
    - i. Josh motions to approve substitutes for Special Education Teachers. Rachael McNamara seconds.
    - ii. Discussion:
      1. In prior years, Special Education teachers haven't used substitutes but now there is need.
      2. Those substitutes are contracted at the same rate as those for General Education teachers.
    - iii. Motion passes: Unanimous.
10. Adjourn
- a. Eric Hove motions to adjourn at 7:37 pm.

SCHOOL NAME:

Academic Art High School

Month Ending:

9/30/2018

GENERAL FUND - 01	Approved Budget	Year -to-Date Activity	Percent of Budget
REVENUES			
<b>State Revenues</b>			
General Education Aid	884,871	338,184	38.2%
Facilities Lease Aid	157,680	10,363	6.6%
Special Education Aid	612,146	176,217	28.8%
Other misc - student receipts		-	
<b>Total State Revenues</b>	<b>1,654,697</b>	<b>524,764</b>	<b>31.7%</b>
<b>Federal Revenues</b>			
Title 1	1,832	-	0.0%
Title II	2,084	-	
Fed special Education	20,000	1,230	6.2%
Food Service	-	-	
<b>Total Federal Revenues</b>	<b>23,916</b>	<b>1,230</b>	<b>5.1%</b>
<b>Local Revenues</b>			
Student Activity	5,400	-	0.0%
Gift	1,000	-	0.0%
interest	100	-	
Miscellaneous (specify and add rows as need	1,000	-	0.0%
<b>Total Local Revenues</b>	<b>7,500</b>	<b>-</b>	<b>0.0%</b>
<b>TOTAL REVENUES</b>	<b>1,686,113</b>	<b>525,994</b>	<b>31.2%</b>
EXPENDITURES			
<b>Administration</b>			
Salaries	64,538	13,549	21.0%
Benefits	36,244	4,780	13.2%
Purchased Services	74,444	20,039	26.9%
Other	22,800	5,723	25.1%
<b>Total Administration</b>	<b>198,026</b>	<b>44,091</b>	<b>22.3%</b>
<b>District Support Services</b>			
Salaries	-	-	#DIV/0!
Benefits	-	-	#DIV/0!
Purchased Services	-	-	#DIV/0!
Supplies and Materials	-	-	0.0%
Capital Expenditures	-	-	0.0%
<b>Total District Support Services</b>	<b>-</b>	<b>-</b>	<b>#DIV/0!</b>
<b>Elementary and Secondary Regular Instruction</b>			
Salaries	264,763	57,896	21.9%
Benefits	81,075	15,520	19.1%
Purchased Services	27,296	3,921	14.4%
Supplies and Materials	22,050	4,719	21.4%
Capital Expenditures	-	-	0.0%
Other Expenditures	-	-	0.0%
<b>Total Elementary and Secondary Regular Instruction</b>	<b>395,184</b>	<b>82,056</b>	<b>20.8%</b>
<b>State Special Education</b>			
Salaries	475,985	79,258	16.7%
Benefits	164,517	32,666	19.9%
Purchased Services	12,000	-	0.0%
Supplies and Materials	4,320	-	0.0%
<b>Total State Special Education</b>	<b>656,822</b>	<b>111,924</b>	<b>17.0%</b>
<b>Federal Special Education</b>			
Salaries	-	-	0.0%
Benefits	-	-	0.0%
Purchased Services	10,000	1,420	14.2%
Supplies and Materials	10,000	5,713	57.1%
<b>Total Federal Special Education</b>	<b>20,000</b>	<b>7,133</b>	<b>35.7%</b>
<b>Title I</b>			
Salaries			0.0%



Benefits			0.0%
Purchased Services	-	-	0.0%
Supplies and Materials		-	0.0%
<b>Title Programs</b>	-	-	0.0%
<b>Title II</b>			
Salaries		-	0.0%
Benefits			0.0%
Purchased Services			0.0%
Supplies and Materials			0.0%
<b>Other Federal Programs</b>	-	-	0.0%
<b>Instructional Support Services</b>			
Salaries			0.0%
Benefits			0.0%
Purchased Services	5,500	165	3.0%
Supplies and Materials			0.0%
<b>Total Instructional Support Services</b>	5,500	165	3.0%
<b>Pupil Support Services</b>			
Salaries	26,563	2,538	9.6%
Benefits	9,607	566	5.9%
Purchased Services	56,390	3,645	6.5%
Supplies and Materials		103	0.0%
<b>Pupil Support Services</b>	92,560	6,852	7.4%
<b>Sites and Buildings</b>			
Salaries	-	-	0.0%
Benefits	-	-	0.0%
Facilities Lease	219,332	72,547	33.1%
Purchased Services (Repairs, maintenance, u	72,260	22,420	31.0%
Supplies and Materials	1,000	66	6.6%
Capital Expenditures			0.0%
<b>Total Sites and Buildings</b>	292,592	95,033	32.5%
<b>Fiscal and Other Fixed Costs</b>			
Purchased Services	9,500	7,633	80.3%
Interfund Transfer			
<b>Total Fiscal and Other Fixed Costs</b>	9,500	7,633	80.3%
<b>TOTAL EXPENDITURES</b>	1,670,184	354,887	21.2%
<b>GENERAL FUND 01 - NET INCOME</b>	15,929	171,107	1074.2%
<b>FOOD SERVICE FUND - 02</b>	Approved Budget	Year -to-Date Activity	
<b>REVENUES</b>			
State Revenues			0.0%
Federal Revenues	8,000	-	0.0%
Sale of Lunches and Other Local Revenue			
Transfer from General Fund			
<b>TOTAL REVENUES</b>	8,000	-	0.0%
<b>EXPENDITURES</b>			
Salaries	-	-	0.0%
Benefits	-	-	0.0%
Purchased Services	-	-	0.0%
Supplies and Materials	14,000	-	0.0%
Other	-	-	0.0%
<b>TOTAL EXPENDITURES</b>	14,000	-	
<b>FOOD SERVICE FUND 02 - NET INCOME</b>	(6,000)	-	
<b>Fund Balance at Beginning of Year</b>	258,220	258,220	
<b>Net Income Year to Date</b>	9,929	171,107	
<b>Ending Fund Balance</b>	268,149	429,327	

SCHOOL NAME:

Academic Arts High School

Month ending

30-Sep-18

Description	General Fund 01	Food Service Fund 02	Community Service Fund 04	Total Funds
<b>ASSETS</b>				
Cash - checking	274,960	(18,403)	0.00	256,557
Cash - savings	-		0.00	0
Investments	-		0.00	0
Accounts Receivable - due from MDE	87,676		0.00	87,676
Accounts Receivable - due from other	8,808		0.00	8,808
Prepays	-		0.00	0
Other (specify and add rows as needed)				
<b>TOTAL ASSETS</b>	<b>371,444</b>			<b>371,444</b>
<b>LIABILITIES &amp; FUND BALANCE</b>				
<b>Liabilities</b>				
Accounts Payable	-	-	0.00	0
Payroll Liabilities	(125,594)	-	0.00	0
Deferred Revenue	-	-	0.00	0
Due to Other	-	-	0.00	0
Short Term Debt	-	-	0.00	0
<b>Total Liabilities</b>	<b>-</b>	<b>-</b>	<b>0.00</b>	<b>0</b>
<b>Fund Balance</b>				
Unassigned Fund Balance - Previous YE	258,220	-		258,220
Net Income/(Loss) - Current YTD	171,107	-		171,107
<b>Total Fund Balance</b>	<b>429,327</b>	<b>-</b>		<b>429,327</b>
<b>TOTAL LIABILITIES &amp; FUND BALANCE</b>				<b>429,327</b>

## **Policy Review 3.5-3.11 (First Reading)**

### **3.5 SCHOOL HOURS**

Academic Arts High School is open from 7:30 a.m. to 3:45 p.m., Monday – Thursday and 9:00 a.m. to 2:30 p.m. Friday when school is in session (see school calendar). Advisors will maintain a staggered schedule to fill these hours.

The standard work week is 40 hours of work (see Section 5.3, Overtime). In the computation of various member benefits, the member work week is considered to begin on Sunday (starting at 12:01 a.m.) through Saturday (ending at 12:00 a.m.), unless the Teacher Professional Partnership makes prior other arrangements with the member.

### **3.6 LUNCH PERIODS**

Students have an open campus lunch from 11:00a.m. – 11:45a.m. If a staff member would like to take lunch off campus, they must ensure a minimum of three other staff members will remain on campus during the lunch period. Some staff may be scheduled to work during the lunch period, but all staff lunches are not considered duty free. Staff it to keep an understanding that lunches are a great opportunity to interact with students outside of academic work and that certain emergencies may require staff involvement.

### **3.7 BREAK PERIODS**

Staff are expected to be available for students during the school day. Breaks can be taken as needed with the understanding that extended time away from students is not meeting the advising duties required of all staff. Any abuse of this break policy will fall under the Corrective Action Policy.

### **3.8 PERSONNEL FILES**

Member personnel files may include the following working documents: job application, job description, résumé, records of participation in training events, salary history, records of disciplinary action and working documents related to member performance reviews, coaching, and mentoring.

Personnel files are the property of EdVisions Cooperative, and access to the information is restricted. Management personnel of EdVisions Cooperative and Academic Arts High School who have a legitimate reason to review the file are allowed to do so.

Members who wish to review their own file should contact the Office Manager. With reasonable advance notice, the member may review his/her personnel file in the school office and in the presence of another Teacher Professional Partnership member.

### **3.9 PERSONNEL DATA CHANGES**

It is the responsibility of each member to promptly notify the Office Manager of any changes in personnel data such as:

- Mailing address,
- Telephone numbers,
- Name and number of dependents, and
- Individuals to be contacted in the event of an emergency.

A member's personnel data should be accurate and current at all times.

It is the responsibility of each member to maintain and update the license/certification required for their position.

### **3.10 INCLEMENT WEATHER/EMERGENCY CLOSINGS**

At times, emergencies such as severe weather, fires, or power failures can disrupt School operations. When the decision is made to close, members will receive official notification via the assigned phone tree and will be responsible for calling their own advisees.

Time off from scheduled work due to emergency closings will be unpaid for all *non-exempt* members. However, if members would like to be paid, they are permitted to use paid-time-off, if it is available to them.

### **3.11 PROFESSIONAL DEVELOPMENT PLAN AND PEER EVALUATION**

**Professional Development Plan:** Each staff member is required to have a Professional Development Plan (PDP) for the school year (the forms and process will be provided for new staff). PDP's are completed by staff in the same project format that students follow. All staff act as the project team and must approve all PDP's before they begin. Completion of the PDP will be a significant piece of the Yearly Review for each staff member. All staff will act as the evaluation team for each project.

**Peer Evaluation:** Each staff member has a Peer Partner (some partners are off-site). Partners have monthly meetings to review PDP's, address concerns and questions, and to promote communication between staff. Peer partners also assist each other in preparation for the Yearly Review meeting. The peer partner is both an advocate for the staff member as well as a means to address concerns before they become too large.

**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.

## **Policy 7.3 -- Second Reading**

### **ORIGINAL**

#### **7.3 PROCEDURE FOR HANDLING COMPLAINTS**

Under normal working conditions, members who have a job-related problem, question or complaint should first discuss it with the appropriate person or peer partner. At this level, members usually reach the simplest, quickest, and most satisfactory solution. If this does not solve the problem, the member may take this issue into the Restorative Justice process. This process follows many guidelines and addresses an order of events that must occur for serious complaints and concerns. Prism Teacher Professional Practice will inform EdVisions Cooperative and the Academic Arts High School Board of any corrective action that has serious legal concerns and/or may lead to the termination of an employee.

### **WORKING REVISIONS AS OF 09/20/2018**

#### **7.3 PROCEDURE FOR HANDLING COMPLAINTS**

Under normal working conditions, employees who have a job-related problem, question or complaint should first discuss it with the appropriate person or peer partner. At this level, employees usually reach the simplest, quickest, and most satisfactory solution. If this discussion does not solve the problem, employees should consult the flowchart below to determine next steps. This process addresses an order of events that must occur for serious complaints and concerns. In the event of a major conflict, the Accountability Task Force will inform EdVisions Cooperative and the Academic Arts High School Board of any corrective action that has serious legal concerns and/or may lead to the termination of an employee.

[insert conflict resolution flowchart]

*First Reading: 08/21/2018*  
*Second Reading: 09/18/2018*  
*Third Reading: 10/16/2018*

## **REVISIONS TO POLICY 7.1 and 7.2**

### **ORIGINAL**

#### **7.1 STAFF MEETINGS**

Regular staff meetings will be held and attendance is required. These informative meetings allow members to be informed on recent Cooperative and/or School activities, changes in the workplace and member recognition.

### **REVISIONS 09/20/2018 to APPROVE AS ACTION ITEM**

#### **7.1 STAFF MEETINGS**

Regular committee meetings will be held and attendance is required for employees not using PTO. These informative meetings allow members to be informed on recent Cooperative and/or School activities, changes in the workplace and member recognition.

### **ORIGINAL**

#### **7.2 E-MAIL**

Communication over e-mail is a convenient mode for communicating with all staff at the same time. Staff are expected to check their Academic Arts e-mail account daily in order to maintain a working knowledge of events, schedules, and changes.

### **REVISIONS 09/20/2018 to APPROVE AS ACTION ITEM**

#### **7.2 E-MAIL**

Employees are expected to check their Academic Arts e-mail account daily in order to maintain a working knowledge of events, schedules, and changes. Employees are also expected to check their Academic Arts e-mail on a regular basis over breaks. When employees communicate with students or teachers, they should use their Academic Arts e-mail account.

## **BYLAW REVIEW-ARTICLE IV-SECOND READING**

### **ORIGINAL**

#### **ARTICLE IV BOARD OF DIRECTORS**

Section 1. General Powers: The Board shall have all the powers and duties necessary or appropriate for governance regarding the overall policy and direction of AAHS which are not prohibited by law or these bylaws.

Section 2. Number, Tenure and Qualifications: The charter school board of directors shall be composed of at least five non-related members, with a maximum of nine members, and include: (i) at least one licensed teacher employed as a teacher at the school or providing instruction under contract between the charter school and a cooperative; (ii) at least one parent or legal guardian of a student enrolled in the charter school who is not an employee of the charter school; and (iii) at least one interested community member who resides in Minnesota and is not employed by the charter school and does not have a child enrolled in the school. The board may include a majority of teachers described in this paragraph or parents or community members, or it may have no clear majority. The chief financial officer and the chief administrator may only serve as ex-officio non-voting board members.

Each Board Member shall hold office for a three (3) year term or until a successor has been duly elected and qualified, or until the Board Member dies, resigns, is removed or the term otherwise expires. The election of the Board of Directors shall be in compliance with Section 124D.10 of the Minnesota Statutes.

a. Nomination Process: Qualified candidates for the Board of Directors shall be nominated at least thirty (30) days prior to the annual meeting. The Board of Directors will compile a list of nominees and notify Board Members of the nominees for each position fifteen (15) days prior to the annual meeting.

Section 3. Regular Meetings: The Board shall meet monthly at a regularly scheduled time and place. All meetings of the Board or committees shall be conducted in compliance with Minnesota Open Meeting Law, Section 13D of Minnesota Statutes. Dates will be published on the Academic Arts High

School website and posted in the entryway of the school premises. Board meetings may be canceled with notice by email to members and by posting the notice of cancellation on the school website and in the front entryway of the school premises.

Section 4. Special Meetings: The Board Chair may call Special Meetings of the Board of Directors at any time, for any purpose. The Board Chair shall call a special meeting of the Board of Directors upon the written or verbal request of one third (1/3) of the members of the Board. Notice of every special meeting of the Board of Directors shall be posted on the Academic Arts High School website at least three (3) days before the day on which the meeting is to be held.

Section 5. Emergency Meetings: The Board Chair may call an Emergency Meeting for circumstances that require immediate consideration that does not allow for the three (3) day minimum notification of a Special Meeting. Notice of an Emergency Meeting shall be given personally or via telephone, to each Board Member. The subject or reason for the Emergency Meeting shall be included in the notification, but will protect the privacy of a minor student, enrolled student's family, and staff performance evaluation.

Section 6. Closed Meetings: A meeting of the Board of Directors may only be closed for specific circumstances, and shall be subject to notification as described in Minnesota Statute 13D, Minnesota Open Meeting Law. The purpose of a Closed Meeting is to hear student expulsion, other student disciplinary issues, and staff evaluation results. All meetings will be in compliance with the Minnesota Fair Pupil Dismissal Act.



Section 7. Quorum and Adjourned Meeting: A meeting at which at least a majority of the members of the Board of Directors are present shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. If, however, such quorum shall not be present at any such meeting, the Board Chair or Members present shall have the power to adjourn the meeting from time to time without notice other than announcement at the meeting, until a quorum is convened, and later enough members withdraw from the meeting so that less than a quorum remains, the remaining Members shall continue to transact business, short of voting, until adjournment.

Section 8. Voting: Each member of the Board of Directors shall have the power to exercise one (1) vote on all matters to be decided by resolution of the Board. The affirmative vote of a majority of a quorum of Board Members shall constitute a duly authorized action of the Board.

Section 9. Resignation and Removal: Board Members may resign at any time, effective immediately or at a specified later date, by giving written notice to the Board Chair or the Secretary of the Board. Unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. A Board Member may be removed at any time, with or without cause, by a two-thirds (2/3)

vote of a majority of all remaining Members of the Board. Failure to attend three (3) consecutive meetings shall constitute cause.

a. AAHS employee/Board Member: If a Board Member is an employee of AAHS, and their employment is terminated for any reason, they will be automatically removed from the Board. However, the Board may elect, at the next meeting, to reinstate the terminated employee to serve the remainder of the academic/fiscal term.

Section 10. Filling Vacancies: Vacancies on the Board of Directors caused by death, disqualification, resignation, disability, removal or such other cause shall be filled by appointment of a new Member by the affirmative vote of a majority of the remaining Members, even if less than a quorum is present. A Member filling a vacancy shall hold office until the next annual meeting of the Members, or until their successor has been duly elected and qualified, subject to their earlier death, disqualification, resignation, or removal.

Section 11. Compensation: Board Members shall not receive compensation for their services as a Board Member.

Section 12. Presence at Meetings: Members of the Board of Directors or of any committee, as applicable, must be present to participate in making decisions.

Section 13. Committees of Board: Committees and Subcommittees shall be designated as needed per ongoing and ad hoc requirements at the Board's discretion. The Board may assign other committees for singular purposes. The Board will provide the Committee with a statement of purpose, and the assigned responsibilities of the Committee. The Board will assign a Chair for each Committee and reserves the right to approve its Members. Committee members do not need to be Board Members.

a. Limitation on Authority of Committees: Each committee shall be under the direction and control of the Board and shall keep regular minutes of their proceedings, and all actions of each committee shall be reported to the Board of Directors and shall be subject to revision, ratification or alteration by the Board of Directors. Each committee shall meet as provided by its rules or by resolution of the Board of Directors. Notice of all meetings of any committee shall be given to all members of that committee as required by the Minnesota Open Meeting Law.

Section 14. Conflict of Interest: Each Board Member must complete a conflict of interest statement from review by the Board's Authorizer within thirty (30) days of their election, and shall annually complete such a statement on the anniversary of their election or on such an annual date that the Board may select.

## WORKING REVISIONS AS OF 09/20/2018

### ARTICLE IV BOARD OF DIRECTORS

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*First Reading: 09/18/2018*  
*Second Reading: 10/16/2018*  
*Third Reading: 11/20/2018*

## **List of Candidates for November 2018 Board Election**

- Rachael McNamara (community member)
- Eric Hove (community member)
- LeAnn Lindusky (parent)
- Deah Ehalt (community member)
- Katie Siewert (community member)
- David Massey (community member)
- Jill Heroff (parent)

## AAHS School Leader Qualifications

As defined in Article VI of the school's board bylaws, the school's Teacher Powered Schools (TPS) committee functions as the managing body of the school and is responsible all day to day functions of the school including but not limited to the following:

- 6.1 Be responsible for providing professional advice and assistance to the Board, and to provide information about relevant issues that arise in school operations.
- 6.2 Hire and release advisors and staff who shall report directly to the TPS Committee.
- 6.3 Administer, delegate and assess the work of the school's mission including:
  - a. Advisors and staff
  - b. Subcontractors and other vendors
- 6.4 Monitor and manage student life.
- 6.5 Serve as a positive interface with the community.
- 6.6 Responsibly manage the school's resources.
- 6.7 Perform other duties as authorized by the Board

The board approves membership to this committee. Membership requires two levels of qualification:

1. Membership to the TPS committee is limited to salaried employees. Job type qualifications are detailed below:
  - a. Teachers:
    - i. Bachelor's degree or higher
    - ii. Valid MDE teaching license (with relevant variances if necessary).
  - b. Support staff:
    - i. Master's degree or higher
    - ii. Valid MDE license respective to job title (e.g. psychiatrist, social worker, etc.)
  - c. Behavior Staff
    - i. Minimum 3 years relevant experience
  - d. Administrative staff
    - i. Minimum 3 years relevant experience
2. Potential members must serve on the TPS committee as non-voting members for 1 school year. Attendance to and participation in all meetings of the TPS committee and relevant subcommittees is required. Upon successful completion of 1 year as a non-voting attendee, the board will use the recommendation of voting members of the TPS

committee (which includes the employee's evaluation portfolio) to determine whether or not to appoint an employee as a full voting member of the TPS committee.



# Academic Arts High School

PUBLIC CHARTER SCHOOL DISTRICT # 4119-07

*SCHOOL YEAR 2017-2018*

*WORLD'S BEST WORKFORCE & ANNUAL REPORT*

## Table of Contents

School Information	3
Implementation of Primary and Additional Statutory Purposes	4
Student Enrollment & Demographics	4
Student Attendance, Attrition & Mobility	5
Educational Approach & Curriculum	7
Innovative Practices & Implementation	9
Key successes from the past school year	10
Key challenges from past school year	11
Academic Performance: Goals & Benchmarks	12
Educational Effectiveness: Assessment & Evaluation	17
Student & Parent Satisfaction	18
Environmental Education	19
Governance & Management	21
Board Training and Development	23
Management	24
Staffing	25
Operational Performance	29
Finances	30
Future Plans	31

[AA note - update ToC before finalizing; confirm all correct]



## School Information

### Contact Information

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651-457-7427  
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**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](mailto: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 to, with the ongoing support of ACNW through superior oversight, evaluation, feedback, and strategic support, 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.

David Greenberg, 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](http://www.auduboncharterschools.org)

### Implementation of Primary and Additional Statutory Purposes

Academic Arts High School meets the primary statutory purpose of charter schools: to improve pupil learning and student achievement, by striving to create a learning community where students become active, caring citizens and inquisitive, resourceful lifelong learners. Efforts to implement this type of learning community in our school will be described throughout this report.

AAHS also seeks to meet the additional statutory purposes of a charter school: the program increases learning opportunities 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. We incorporate innovative teaching through our project-based learning platform focusing on artistic expression. We are continuously developing measurement outcomes and accountability methods to gauge students’ progress. As a small, close-knit school, teachers can give input and guide the development of the school. We are working to cultivate a more balanced school board with three teacher members, one parent member, and three community members.

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 steadily increased at a sustainable rate over the last several years, with approximately 100 students enrolled. During 2017-18 AAHS approached its enrollment cap of 105 students.

Number of Students Enrolled	2016-17	2017-18	2018-19 (projected)
9th Grade	4	16	
10th Grade	20	19	

11th Grade	37	22	
12th Grade	42	41	
Total	103	98	105
Total ADM (Average Daily Membership) for year	96.64	96.75	

### STUDENT DEMOGRAPHICS

Demographics at Academic Arts have remained similar from year to year. Our school 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	2016-17	2017-18	2018-19 (est.)
Total Enrollment	103	98	105
Male	52	44	
Female	51	54	
Special Education	34	29	
English Learners	4	-	
Free/Reduced Priced Lunch	41	32	
Black, not of Hispanic Origin	10	9	
Hispanic/Latino	20	26	
Asian/Pacific Islander	2	-	
American Indian/Alaskan Native	5	6	
White, not of Hispanic Origin	63	52	
Multi-racial	3	5	

### Student Attendance, Attrition & Mobility

#### STUDENT ATTENDANCE

Regular attendance from our 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.

	2015-16	2016-17	2017-18
<b>Overall Student Attendance Rate</b>	77.5%	81.6%	76.9%

### STUDENT ATTRITION

Student retention figures declined somewhat compared to the previous year, while still remaining ahead of the year prior to that.

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) [**confirm, eliminated graduates?**]. 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%.

<b>Percentage of students* who were continuously enrolled between October 1 of the 2016-2017 school year and October 1 of the 2017-18 school year.</b>	<b>55%</b>
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*\*Do not include graduating students*

<b>Percentage of students* who continued enrollment in the school from Spring 2017 to October 1, 2017.</b>	<b>72%</b>
--	------------

*\*Do not include graduating students*

### 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)
<b>2014-15</b>	1	79	45	19	64	81%
<b>2015-16</b>	5	94	42	23	65	69%

<b>2016-17</b>	1	103	37	23	60	58%
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\* 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 have declined over the previous three years, to 2016-17 (mobility data lags a year so 2017-18 figures are not available for comparison). A positive indicator is that there continue to be significantly more mid-year transfers in, than out.

<b>Percentage of students who were enrolled for 95% or more of the 2017-18 school year.</b>	<u><b>44.8%</b></u>
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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%.

### Educational Approach & Curriculum

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”<sup>1</sup>. 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 analysis. (Kolb, et al). 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:

- 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 April30-May4.
- 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:

#### AUTHENTIC LEARNING

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<sup>1</sup> Kolb, David A, et al. *Experiential Learning Theory: Previous Research and New Directions*. Weatherhead School of Management, 1999.

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

#### 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.

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

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

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 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 school<sup>2</sup>. This means many meetings, before and after school. One change in response to this was a revision to the AAHS

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<sup>2</sup> 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.

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 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.
  - 2014/15: Based on NWEA test scores, there is no fall-to-spring test data for students identified in racial or economic subgroups. We cannot, at this time, measure achievement gap closure based on this metric.
  - 2015/16: Differences in ethnic groups for Continuously Enrolled students minimal and not useful for determining progress towards closing the achievement gap.

- 2016/17: Differences in ethnic groups for Continuously Enrolled students 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 9.4: the aggregate percentage of students that complete their Life Plan project with a grade of C or better will be at least 75%.)
  - [see note re 9.4 below - have data re this for 2017-18? -can note, in 2016/17 78.26% of graduates completed the Life Plan with a grade of C or better].
  -
- **Graduate from High School [GRAD]:** All students graduate from high school.
  - graduation, succeeded in graduating during the 2015/16 school year.
  - 2016-17: 64% of students enrolled on October 1 who were on-track for graduation succeeded in graduating during the 2016/17 school year. 22 Students graduated, eight planned to continue and pursue graduation for the next school year [can generate for '17-18? -else can ref. measure 9.1].

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, 2018. As AAHS was not working on all of these goals during 2017-18, not all of the data is available.

<b>Indicator 1: Mission-Related Outcomes</b>
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**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%.

[any data to speak to this e.g. student survey data? ]

**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.

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 points<sup>3</sup> 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.

**Measure 3.4** - From FY18 to FY20, the aggregate percentage of students who show growth and 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%.

[any data that speaks to this or note plan in place to collect such in '18-19? --spot for probes in google-folder empty as of 10/11]

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.

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.

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<sup>3</sup> 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.

**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%.

AAHS provided four sample probes to ACNW, in the Academic Data Request document submitted September 25, 2018. [can note **intent is to use these quarterly in 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 10<sup>th</sup> graders' aggregate proficiency index score for the spring 2018 MCA in Reading was 54.2 (based on five of 12 October 1-enrolled 10<sup>th</sup> 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.

**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 11<sup>th</sup> graders' aggregate proficiency index score for the spring 2018 MCA in Math was 15.2 (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.

**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 - 18.8).

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.

**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%.

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.

**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).

Not applicable for 2018-19. [any data that speaks to this, or have rubrics ready for use? ]

**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.

Not applicable for 2018-19. [can note, have rubrics ready for use / plan for 2018-19?]

### 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%.

FY18 graduation rate data is not yet available, as of October 2018. For FY17, AAHS 4-, 5-, 6-, and 7-year graduation rates were 27%, 45%, 32%, and 52% respectively.

**Measure 9.2** - From FY18 to FY20, the aggregate percentage of students 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%.

A Workforce Readiness Rubric is in place, and was submitted to ACNW with Academic Data Request materials on Sept. 25, 2018. [can note, using this during 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%.

[have any data on this from spring’18?]

**Measure 9.4** - From FY19 to FY20 [Appendix G language says FY16 to FY17 - assume this is a typo], the aggregate percentage of students that complete their Life Plan project with a grade of C or better will be at least 75%.

Not applicable for 2017-18.

**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%.

[have data on these tests, from FY18?]

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

### Indicator 10: Attendance

**Goal:** 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%. [comment on this?]

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

[likewise, need to chk '17-18 att. data - what % of students who were enrolled during 2017-18 had attendance rates of 90%+? -NOTE, could probably argue for eliminating from the calculation students who only attended a short time]

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

### Educational Effectiveness: Assessment & Evaluation

[Heather and/or Josh - pls review this section / update if needed] Annually the AAHS Leadership Team meets to review student achievement data from the school year, completes a retrospective analysis of the school year from our perspective as school teachers and administrative leadership, and then we make 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.
- We hold a staff development meeting at the end of each year to discuss struggles and possible improvements for the coming school year.

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.

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.

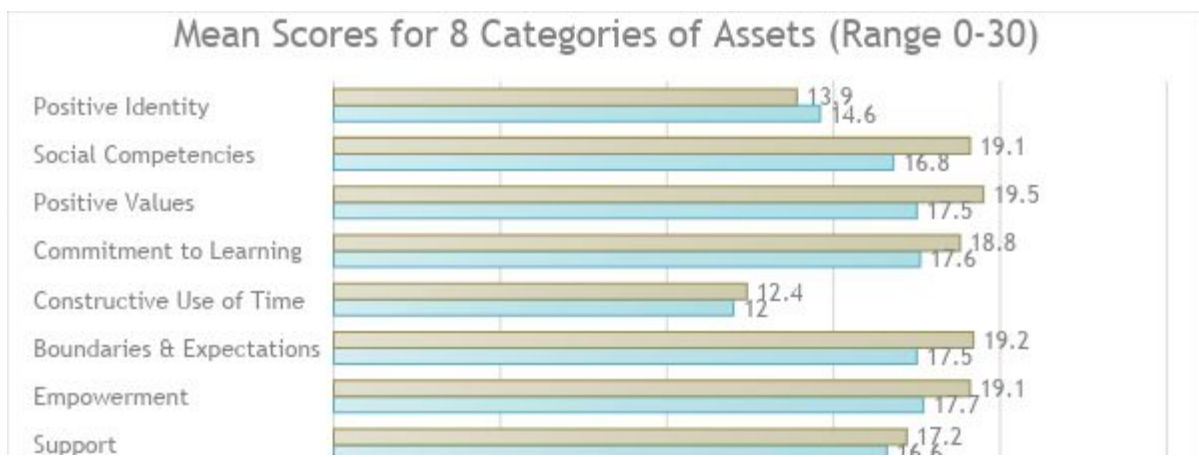
Teacher evaluations are done yearly, and address specific goals in instruction, classroom management, professionalism, and overall performance. These evaluations were previously done by the AAHS Instructional Lead but were contracted out during 2017-18 to Rod Haenke, a master teacher who was retained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

For the second year in a row, Academic Arts High School administered the Search Institute's Survey for all students [need to update - did other surveys in '17-18 - Josh to send Andrew info then will update this section]. The Search Institute's "Developmental Assets Framework" is a "research-based approach to understanding the strengths and supports that young people need in their lives to prepare for a positive, productive future. Extensive research has shown that having these assets in their lives helps young people make positive life choices, affecting their growth as they move through childhood and adolescence into adulthood. The higher levels of assets young people experience across their lives, the more likely they are to do better in school; Be prepared for post-high school education and careers; contribute more to their communities and society, and; Avoid high-risk behaviors, such as violence, substance abuse, and sexual activity."<sup>4</sup>

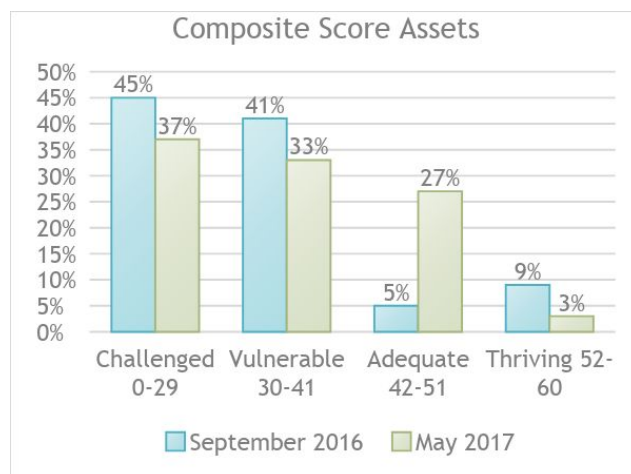
The Search Institute survey was administered twice within the school year, once in September of 2016 and again in May of 2017. The purpose of administering it twice was to analyze students' improvement over the course of the school year. Overall, the survey results show improvement from fall to spring. In the fall, students reported 32.8 total assets; in the spring they reported 35.1 total assets.



Students at Academic Arts showed improvement in all of the 8 categories of assets except for Support and Constructive Use of Time. These two areas showed small decreases, where the areas of improvement all increased by more than one point.

The Composite Scores show a decrease in the number of students in the “Challenged” and “Vulnerable categories and a large increase for those in the “Adequate” category.

AAHS used this data into plan improvements for the 2017/18 school year. The school will be continuing the REACH program for the entirety of the school year and increasing programing around developing healthy practices for overall physical and mental health.



## Environmental Education

**[EE in 2017-18 --update w/matl from renewal app]** The mission of *Academic Arts High School’s* authorizer, the Audubon Center of the North Woods, 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.

Our approach to environmental education is simple: Get our students outside so 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.”

Governance & Management

Includes Annual Board Training & Administrator Professional Development Report(s) [note to Amy w/below table 10/3 - no response as of 10/15]

**BOARD OF DIRECTORS**

Member Name	Board Position	Affiliation	Date Elected	Date Seated	Term End Date	Phone Number	Email
Amy Charpentier	Chair	Parent	02/16/2016	02/16/2016	11/18/2017	651-457-7427	amycharpentier
Deah Ehalt	Member	Community	3/20/2018 (appointed)	4/17/2018		651-457-7427	<a href="mailto:deah.ehalt@gmail.com">deah.ehalt@gmail.com</a>
Courtney Finn	Member	Community	01/19/2016	01/19/2016	01/24/2018 (resigned)		
Jill Heroff	Member	Parent	1/16/2018 (appointed)	2/20/2018		651-457-7427	<a href="mailto:jimbheroff@gmail.com">jimbheroff@gmail.com</a>
Eric Hove	Member	Community	6/19/2018 (appointed)			651-457-7427	<a href="mailto:eghove@gmail.com">eghove@gmail.com</a> -probably don't
Josh MacLachlan	Treasurer	Teacher	01/19/2016	01/19/2016	01/19/2019	651-457-7427	<a href="mailto:josh.maclachlan@gmail.com">josh.maclachlan@gmail.com</a> [chk term dates Fall'17]
Rachael McNamara	Member	Community	2/20/2018 (appointed)	3/20/2018		651-457-7427	<a href="mailto:meis0082@umn.edu">meis0082@umn.edu</a>
Linnea Morgen	Secretary	Teacher	01/19/2016	01/19/2016	01/16/2019		[left 5/23/18? - not posted?]
Andrew Ng	Member	Teacher	11/18/2014	11/18/2014	11/18/2017		[left 5/23/18?]
Katie Siewert	Member	Community	2/20/18 (appointed)	3/20/2018			<a href="mailto:katie.siewert@gmail.com">katie.siewert@gmail.com</a>
Dean Walczak	Financial Manager - ex officio	Community Member	NA	NA	NA	651-457-7427	NA

Academic Arts High School has a good relationship with its 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. Three teachers are current board members, and they 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

[further training, since Dec. 2016?] Board Training for the FY16 school year was completed by Designs for Learning and addressed the three requirements of Governance, Personnel, and School Finance. Board Training for all board members was completed on December 10, 2016. The following table presents the initial training received when board members were first seated.

Annual Training – FY17			
Board Member Name	Date of Training	Training Title or Topic	Presenter or Trainer
Amy Charpentier	12/10/2016	Governance, Personnel, & School Finance	Designs for Learning
Courtney Finn	12/10/2016	Governance, Personnel, & School Finance	Designs for Learning
Josh MacLachlan	12/10/2016	Governance, Personnel, & School Finance	Designs for Learning
Linnea Morgen	12/10/2016	Governance, Personnel, & School Finance	Designs for Learning
Andrew Ng	12/10/2016	Governance, Personnel, & School Finance	Designs for Learning
Dean Walczak	12/10/2016	Governance, Personnel, & School Finance	Designs for Learning

Krissy Wright	12/10/2016	Governance, Personnel, & School Finance	Designs for Learning
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Initial Training				
Board Member Name	Original Date Seated	Board's Role & Responsibilities	Employment Policies & Practices	Financial Management
Amy Charpentier	02/16/2016	12/10/2016 Andrew Adelman	12/10/2016 Liz Sommerville	12/10/2016 Lisa Hasledalen
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
Andrew Ng	11/18/2014	11/22/2014 Bryan Rossi	11/22/2014 Bryan Rossi	11/22/2014 Bryan Rossi

[need to update above table – training for new members Ehalt, Heroff, McNamara & Siewert?]

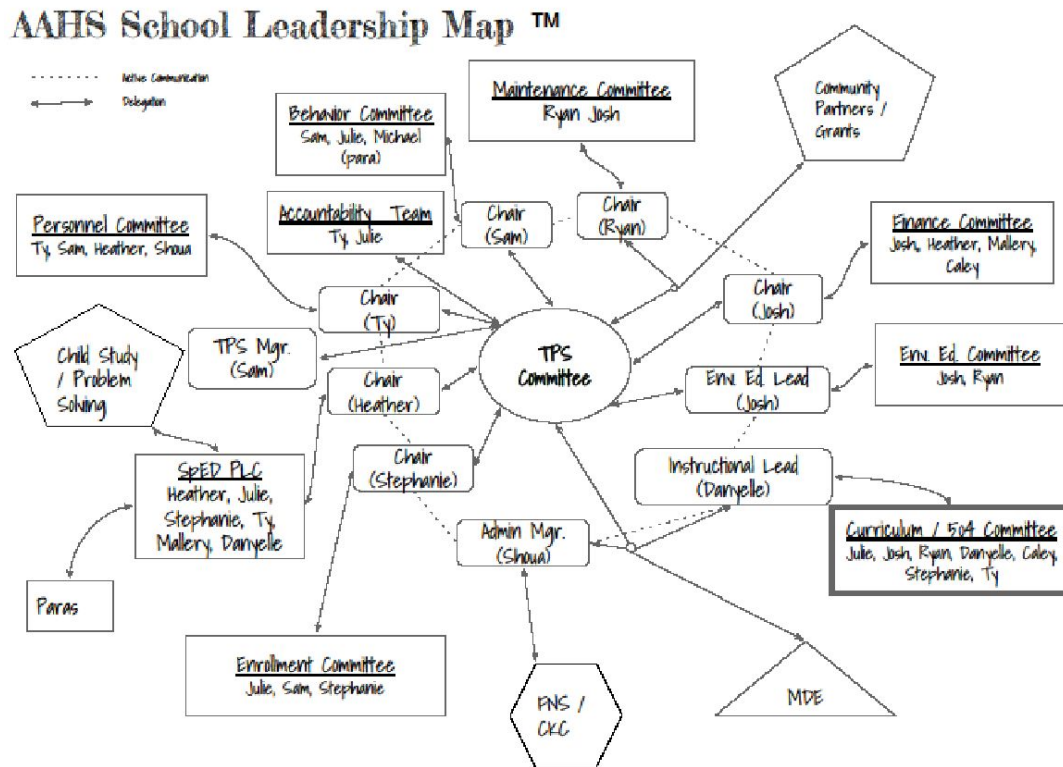
### Management

Academic Arts High Schools 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. Teachers collectively make school decisions and run the school, serving on several committees that provide for appropriate consultation before decisions are made. [AA note - eliminated "PDP for Director" section as not applicable - however should revisit as this is a statutory requirement for charter schools w/o licensed administrator - ACNW advice re how to meet it in the case of teacher-powered school? -Heather to chk on per 10/10 review]

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.



### LIST OF ADMINISTRATORS/QUALIFICATIONS

- Shoua Yang: Administrative Manager & MARSS Coordinator
- Monica Garrido, 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.

### 2017-18 Staffing

2017-2018 Teaching and Other Licensed Staff			
Name	File #	License and Assignment	2018/19 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	443250	Science Teacher	Returning
Massey, David	460536	Science Teacher	Not Returning
Morgen, Linnea	482162	Social Studies	Not Returning
Ng, Andrew	449484	Mathematics	Not Returning
Peterson, Julie	997261	Special Education	Returning
Thompson, Kelly	460463	Instructional Lead, Title I Reading	Not Returning

Percentage of Licensed Teachers from 2017-18 not returning in 2018-19 (non-returning teachers/total teachers from 2017-18 x 100)	<b>50%</b> (4 of 8 teachers)
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2017-2018 Non-Licensed Staff			
Name	Assignment	2017/18 Status*	Comments
Brose, Joshua	Paraprofessional	R	Left to pursue teaching license
Cady, Altomari	Paraprofessional	R	
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	
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## Staff Development Table

Below is our staff professional development matrix. It details all of the Professional Development activities for the FY17 school year, and which teaching staff attended them.[not updated -should have this per authorizer guidelines -Heather to generate per 10/10 review

	ACNW EE Workshop : 8/1/16-8/2/16	Teacher-Powered Schools Governance : 8/16/16	REACH Workshop : 8/29/16	ACNW Leader's Retreat: 11/11/16-11/12/16	Education Evolving (TPS): 12/2/16	National Teacher-Powered Schools Conference: 1/28/17-1/29/17	MAAP Conference : 2/8/17-2/10/17	Edvisions Spring Conference : 3/10/17
Stephanie Bade							X	
Ty Cody			X		X		X	X
Heather Fjelstad							X	
Sam Kvilhaug							X	
Josh MacLachlan	X		X	X	X	X	X	X
David Massey							X	
Linnea Morgen		X			X	X	X	X
Andrew Ng	X			X	X	X	X	X
Julie Peterson							X	
Kelley Thompson		X			X		X	X
Krissy Wright						X	X	



## 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;
- the 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 2016-17 and/or an organizational budget for 2017-18, contact:

Name: Dean Walczak

Position: Finance Manager

Contact info:

Phone: 612-396-3694

Email: [dean.walczak@dwfinman.com](mailto:dean.walczak@dwfinman.com) [msg to him 10/3 requesting updated info Finance Cmte may be able to address also - no response as of 10/15]

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, 2017.

FY17 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	1,482,454	3,073	n/a
Total Expenditures	1,470,110	27,394	n/a
Net Income	12,344	-24321	n/a
Total Fund Balance	271,817	-24321	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 schools 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. The overall fund balance has decreased from the prior year.

### **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.