

School Board Meeting Agenda
Tuesday, February 19, 2019
5:00 pm
AAHS Classroom 122

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

Absent:

Agenda

1. Call to Order
2. Conflict of Interest Check
3. Approval of February 19, 2019 Agenda
4. Approval of January 15, 2019 Minutes
5. Public Comments
6. Financial Report
 - a. Updates Regarding SmartFinance and YTD Totals on Financial Report – Josh MacLachlan
 - b. Approval of December 2018 Financial Report
 - c. Approval of January 2019 Financial Report
 - d. Approval of January 2019 Disbursement
7. 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:

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- vii. ESSA Task Force:
 - g. Requests from the Board to TPS:
 - i. Update on creation of a Data Task Force
 - ii. Revisions (if any) to Policy 3.3
 - iii. Revisions (if any) to Policy 3.4
 - iv. Additional proposed revisions to Policy 3.11
- 8. Charter School Updates and Training
 - a. Discussion of ACNW Board Observation Feedback of January 15, 2019 Meeting.
- 9. Student Data Report – Katie Siewert
 - a. Q3 Measures
- 10. Committee to Recommend Methodology or Processes to Evaluate TPS Governance
 - a. Update and Review of Draft TPS Evaluation Rubric
- 11. Strategic Items
 - a. Update from AAHS’s legal counsel regarding questions on expulsions – David Massey
 - b. Policy Review:
 - i. 3.21 through 3.26 – First Reading
 - ii. 3.16 through 3.20 – Second Reading
 - iii. 3.3 and 3.4 – Second Reading – TPS revisions
 - iv. 3.1 and 3.2– Third Reading
 - v. 3.11 – Fourth Reading—TPS revisions
 - c. Board Bylaws Review:
 - i. Article VIII – First Reading
 - ii. Article IX – First Reading
 - iii. Article X – First Reading
 - d. RACI Team Update
 - e. Brief History of AAHS’s Adoption of the TPS Governance Model (tabled from 12/18/2018 and 01/15/2019 meeting)
- 12. Action Items
 - a. Creation of Search Committee for Business Manager/Chief Financial Officer Services (tabled from 01/15/2019)
 - b. Approval of Revisions to Policy 3.12 through 3.14
 - i. Approval of Revisions to Policy 3.12
 - ii. Approval of Revisions to Policy 3.13
 - iii. Approval of Revisions to Policy 3.14
 - c. Dissolution of Committee to Draft Policy Regarding the Presence of Infants at Board Meetings

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13. Adjourn

School Board Meeting Minutes
Tuesday, January 15, 2019
5:00 pm
AAHS Classroom 122

Present: Katie Siewert, Josh MacLachlan, LeAnn Lindusky, Eric Hove, Amy Charpentier, David Massey, and Heather Fjelstad (TPS Representative, ex-officio).

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

Late: Rachael McNamara arrived at 5:09pm; after the motion to approve the December 2018 Financial Report, but prior to vote on the matter.

Minutes

1. Call to Order
 - a. Amy Charpentier calls the meeting to order at 5:00pm.
2. Conflict of Interest Check
 - a. Amy Charpentier calls for a conflict of interest check. None noted
3. Approval of January 15, 2019 Agenda
 - a. Josh MacLachlan motions to approve to the January 15, 2019 Agenda. Katie Siewert seconds.
 - b. Discussion: None.
 - c. Motion passes: Unanimous
4. Approval of December 18, 2018 Minutes
 - a. Katie Siewert motions to approve December 18, 2018 Minutes. Amy Charpentier seconds.
 - b. Discussion: None.
 - c. Motion passes: Unanimous.
5. Public Comments
 - a. None.
6. Financial Report
 - a. Updates on the November 2018 Financial Report – Josh MacLachlan
 - i. Expense of \$1088.00 for SmartFinance. This is a software Dean uses to submit our financial information to the State. There is also \$500.00 quarterly fee. The Board asks: Is Dean pro-rating this for other clients? Is Dean using this software license to perform work for other clients? Josh MacLachlan stated he would follow-up on these questions.

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- ii. Fund balance is listed on the financial statement. It's an EOY calculation and monthly.
 - iii. Disbursements category column was added.
 - iv. Monthly activity column was added.
 - v. \$1,997.00 was a duplicate expense from the food service and was corrected going forward.
 - b. Approval of December 2018 Financial Report
 - i. Eric Hove motions to approve the December 2018 Financial Report. LeAnn Lindusky seconds.
 - ii. Discussion:
 - 1. 50% through FY.
 - 2. 69% revenue for Gen Ed.
 - 3. 75% for total federal revenues.
 - 4. 66.1 % expenses for supplies and materials.
 - 5. 80.3% for purchased services. Much of this may be due to legal counsel?
 - 6. Katie is adding this data into the dashboard. Katie Siewert notes that when she subtracts YTD from this month and last month, she does not derive the same figures as Dean. Heather Fjelstad stated that this amount may be late invoices. Katie Siewert will send her calculations to Josh MacLachlan to discuss with Dean.
 - 7. Several Board members expressed reservation at approving the December 2018 Financial Report until the discrepancies noted by Katie Siewert are resolved.
 - iii. Motion fails: Unanimously.
 - iv. Josh MacLachlan motions to revisit the December 2018 Financial Report at the February 2019 Board Meeting. Amy Charpentier seconds. Motion passes: Unanimously.
 - c. Approval of December 2018 Disbursements
 - i. Katie Siewert motions to approve December 2018 Disbursements. Amy Charpentier seconds.
 - ii. Discussion: No unaccounted purchases. CustomInk purchase was for paraprofessional gifts. Gym membership listed is in the student's IEP.
 - iii. Motion passes: Unanimous.
- 7. TPS Report
 - a. Enrollment: 107 students; however quite a few drops will be occurring. After those drops, estimated enrollment will be at 93.
 - b. ADM: Currently at 90.34. 95 ADM is the budgeted goal.
 - c. School Events: Community Breakfast on 02/23/2019. Inviting the community. Free entry with a food shelf donation.

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- d. TPS Accountability Manager: None.
- e. Staffing: Hired a new receptionist in late December 2018. Extended an offer for a one-to-one paraprofessional for a new student. Extended an offer to a long-term substitute for a Social Studies position. Hired a replacement sub for a teacher while she is out on maternity leave.
- f. Committees:
 - i. TPS: None.
 - ii. PerCom: None.
 - iii. Evaluation Task Force: Sent Policy 3.11 for Board approval.
 - iv. Curriculum: Using a block schedule this academic year. Project-based learning class hasn't been offered. Longer blocks. So same class over two blocks. Will be offering an introduction to PBL class.
 - v. Financial: Developed some new spending procedures. On a spending freeze for the last few months; revising based on what we've learned about this. Approved for a line of credit. Finance committee would like the Board to begin revising/updating/reviewing the annual budget quarterly.
 - vi. PLC Committee: Still devoting one week a month to mental health; combined with the ESSA Task Force.
 - vii. ESSA Task Force: Sorting through data to figure out what's actually needed; lighten the data collection load. Inform the comprehensive needs assessment due to the ESSA advocates.
- g. Update on Requests from the Board to TPS:
 - i. Update on Math Probe
 - 1. It's been created. Implemented today. Goal to have reading probes by the end of the week. Math probes will take longer; done by the end of next week (?). Incentivizing completion with off campus.
 - ii. Proposal for funding or other resources to modify or improve the implementation of project-based learning curriculum
 - 1. Hi-Tech High Training
 - 2. Leading fund raisers and grant-writing, connections for raising funds.
 - 3. Community outreach
 - 4. Team building activities with staff and students, like Youth Frontiers.
 - iii. Goal date for completing revisions to the Student Handbook
 - 1. Hoping to complete revisions by end of this fiscal year
 - iv. Proposed revisions to Policy 3.11 (if any)
 - 1. Heather submitted to Eric; in the packet.
 - v. General Discussion:
 - 1. Take inventory of connections at the Board/network to see how that could help.
 - 2. Amy suggests that we invite the City Council member for this Ward to tour the school and come to a Board meeting. Amy will do that.

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8. Charter School Updates and Training
 - a. A Board training retreat is scheduled for April 28, 2019.

9. Student Data Report – Katie Siewert
 - a. Financial measures now on the dashboard
 - i. ADM and enrollment now on the dashboard.
 - ii. Budget performance.
 - iii. Fund balance percentage
 - iv. Can trend the data over time for the Board on the dashboard.
 - b. Academic Measures
 - i. Presentation Quality: Meeting standard. 83%, but not complete yet. Not representative of all presentations completed. Goal is to have at least 70% meeting 80%
 - ii. Overnight Experience Journaling: Meeting standard but does not include all student who traveled overnight. With that data, probably would be below approaches.
 - iii. Discussion:
 1. Does TPS need a task force for data? Heather, Josh, Katie, think yes.
 2. ACNW working on analyzing the NWEA data to see if there is a more robust way to do it.

10. Committee to Recommend Methodology or Processes to Evaluate TPS Governance
 - a. Katie Siewert has begun updating last year’s collaborative governance document. Wants to change short phrases to more actionable statements. Re-doing some of the ratings to needs improvements, meets, and exceeds. Want a “self-evaluation” from the TPS committee. Perhaps initiate in spring with final evaluation in the summer. Evaluate to see if TPS requires more ways to intervene. “Performance of Improvement Plan” for TPS, if needed. Katie stated that the committee may have a draft evaluation document to show the Board by the next meeting. Nothing needed from TPS at this point.

11. Committee to Draft Policy Regarding the Presence of Infants at Board Meetings
 - a. Rachael McNamara spent some time doing research. No issues at other schools and that current public meeting law is sufficient, and no additional Board policy is warranted. Rachael McNamara recommends disbanding the committee.

12. Strategic Items
 - a. Update from AAHS’s legal counsel regarding questions on expulsions – David Massey
 - i. Lawyer wanted to know that if the students signed withdrawal forms. Forwarded that information to the lawyer and awaiting further response.

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David Massey stated that he would provide a further update at the February 2019 meeting.

b. Policy Review:

i. 3.16 through 3.20 – First Reading

1. Discussion:

- a. “Teacher Professional Partnership”. Amy Charpentier states that we can change this phrase based on her conversations with EdVisions.
- b. Change “Members” to “Staff.”
- c. Change “Office Manager” to “Administrative Manager”

ii. 3.1 and 3.2– Second Reading

1. Discussion: Minor changes such as striking “Teacher Professional Partnership” from the first paragraph of Policy 3.1 and changing the phrase “Teacher Professional Partnership” to “Teacher Powered Schools committee” in the third paragraph of Policy 3.1.

iii. 3.12 through 3.14 – Third Reading

1. 3.12-Discussion

- a. Change all instances of “members” to “staff” or “staff members.”
- b. Change the instance of “Teacher Professional Partnership” to “Teacher Powered Schools committee.”

2. 3.13-Discussion

- a. Change all instances of “members” to “staff” or “staff members.”
- b. Adjust the last clause to replace “Teacher Professional Partnership” to “Personnel Committee.”

3. 3.14-Discussion

- a. Adjust the third bullet point beneath the first paragraph to read “Layoff/Non-renewal”.
- b. Change the instance of “Teacher Professional Partnership” to “Personnel Committee”.
- c. Strike the last sentence of the second paragraph.
- d. Change all instances of “members” to “staff” or “staff members.”
- e. In paragraph five, strike the sentence beginning in “The cost of replacing non-returned items...”
- f. Insert a statement referring the staff member to the PTO policy.

iv. 3.11 – Third Reading— (tabled from 12/18/2018 meeting)

1. Discussion: a 4th reading with additional changes by the TPS committee was requested.

c. Board Bylaws Review:

i. Article VII – Third Reading

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1. Discussion: No changes noted.
- d. RACI Team Update
 - i. Review of core responsibilities of all staff committees and task forces
 - ii. A lot more information on the RACI chart.
 - iii. Creating tabs or columns to spell out who will take over duties if the primary person responsible for those duties departs on maternity or other long-term leave.
- e. Brief History of AAHS's Adoption of the TPS Governance Model (tabled from 12/18/2018 meeting)(tabled again in consideration of time to February 2019)

13. Action Items

- a. Approval of Revisions to Policy 3.8 – Personnel Files (tabled from 12/18/2018 meeting)
 - i. Katie Siewert motions to approve Revisions to Policy 3.8 – Personnel Files with changes. Amy Charpentier seconds.
 - ii. Motion passes: Unanimous.
- b. Approval of Revisions to Bylaws Article V
 - i. Amy Charpentier motions to approve Revisions to Bylaws Article V. Katie Siewert seconds.
 - ii. Motion passes: Unanimous.
- c. Approval of Revisions to Bylaws Article VI
 - i. Eric motions to approve Revisions to Bylaws Article VI. Josh MacLachlan seconds.
 - ii. Motion passes: Unanimous.
- d. Creation of Search Committee for Business Manager/Chief Financial Officer Services
 - i. Eric Hove motions to table the Creation of Search Committee for Business Manager/Chief Financial Officer Services to February 2019 Board Meeting. Rachael McNamara seconds.
 - ii. Motion to table passes: Unanimous.

14. Adjourn

- a. LeAnn Lindusky motions to adjourn at 6:55 pm.

SCHOOL NAME:

Academic Art High School

Month Ending:

1/31/2019

58%

jan transactions

GENERAL FUND - 01	Approved Budget - Rev Nov18	Year -to-Date Activity	Percent of Budget		
REVENUES					
State Revenues					
General Education Aid	\$ 844,109	\$ 654,240	77.5%	\$	93,507
Facilities Lease Aid	\$ 149,796	\$ 66,439	44.4%		
Special Education Aid	\$ 628,663	\$ 300,493	47.8%	\$	11,260
Other misc - student receipts	\$ -	\$ 1,479		\$	-
Total State Revenues	\$ 1,622,568	\$ 1,022,651	63.0%		
Federal Revenues					
Title 1	\$ 1,832	\$ -	0.0%		
Title II	\$ 2,084	\$ -			
Fed special Education	\$ 20,000	\$ 17,996	90.0%	\$	-
	\$ -	\$ -			
Food Service	\$ -	\$ -			
Total Federal Revenues	\$ 23,916	\$ 17,996	75.2%		
Local Revenues					
Student Activity	\$ 5,400	\$ -	0.0%		
Gift	\$ 1,000	\$ -	0.0%		
interest	\$ 100	\$ -			
Miscellaneous (specify and add rows as needed)	\$ 1,000	\$ -	0.0%		
Total Local Revenues	\$ 7,500	\$ -	0.0%		
TOTAL REVENUES	\$ 1,653,984	\$ 1,040,647	62.9%	\$	104,767
EXPENDITURES					
Administration					
Salaries	\$ 64,538	\$ 26,901	41.7%	\$	9,222
Benefits	\$ 36,236	\$ 9,906	27.3%		
Purchased Services	\$ 73,444	\$ 60,463	82.3%		
Other	\$ 19,800	\$ 12,712	64.2%		
Total Administration	\$ 194,018	\$ 109,982	56.7%		
District Support Services					
Salaries	\$ -	\$ -	0.0%		
Benefits	\$ -	\$ -	0.0%		
Purchased Services	\$ -	\$ -	0.0%		
Supplies and Materials	\$ -	\$ -	0.0%		
Capital Expenditures	\$ -	\$ -	0.0%		
Total District Support Services	\$ -	\$ -	0.0%		
Elementary and Secondary Regular Instruction					
Salaries	\$ 247,351	\$ 144,784	58.5%	\$	29,499
Benefits	\$ 77,446	\$ 43,965	56.8%		
Purchased Services	\$ 27,296	\$ 15,278	56.0%		
Supplies and Materials	\$ 14,000	\$ 7,678	54.8%		
Capital Expenditures	\$ -	\$ -	0.0%		
Other Expenditures	\$ -	\$ -	0.0%		
Total Elementary and Secondary Regular Instruction	\$ 366,093	\$ 211,705	57.8%		
State Special Education					
Salaries	\$ 491,773	\$ 276,724	56.3%	\$	55,592
Benefits	\$ 167,089	\$ 89,459	53.5%		
Purchased Services	\$ 12,000	\$ 2,811	23.4%		
Supplies and Materials	\$ 4,320	\$ 62	1.4%		
Total State Special Education	\$ 675,182	\$ 369,056	54.7%		
Federal Special Education					
Salaries	\$ -	\$ -	0.0%	\$	14,042
Benefits	\$ -	\$ -	0.0%		
Purchased Services	\$ 10,000	\$ 1,800	18.0%		
Supplies and Materials	\$ 10,000	\$ 6,614	66.1%		
Total Federal Special Education	\$ 20,000	\$ 8,414	42.1%		

Title I					
Salaries				0.0%	
Benefits				0.0%	
Purchased Services	\$ 1,832	\$ -		0.0%	
Supplies and Materials		\$ -		0.0%	
Title Programs	\$ 1,832	\$ -		0.0%	
Title II					
Salaries		\$ -		0.0%	
Benefits				0.0%	
Purchased Services	\$ 2,084			0.0%	
Supplies and Materials				0.0%	
Other Federal Programs	\$ 2,084	\$ -		0.0%	
Instructional Support Services					
Salaries				0.0%	
Benefits				0.0%	
Purchased Services	\$ -	\$ 265		#DIV/0!	
Supplies and Materials				0.0%	
Total Instructional Support Services	\$ -	\$ 265		#DIV/0!	
Pupil Support Services					\$ 1,200
Salaries	\$ 30,426	\$ 6,201		20.4%	
Benefits	\$ 10,555	\$ 1,192		11.3%	
Purchased Services	\$ 54,390	\$ 31,117		57.2%	
Supplies and Materials		\$ 998		0.0%	
Pupil Support Services	\$ 95,371	\$ 39,508		41.4%	
Sites and Buildings					\$ -
Salaries	\$ -	\$ -		0.0%	
Benefits	\$ -	\$ -		0.0%	
Facilities Lease	\$ 219,332	\$ 126,920		57.9%	
Purchased Services (Repairs, maintenance, u	\$ 72,260	\$ 39,225		54.3%	
Supplies and Materials	\$ 2,000	\$ 66		3.3%	
Capital Expenditures				0.0%	
Total Sites and Buildings	\$ 293,592	\$ 166,211		56.6%	
Fiscal and Other Fixed Costs					
Purchased Services	\$ 9,500	\$ 7,633		80.3%	
Interfund Transfer					
Total Fiscal and Other Fixed Costs	\$ 9,500	\$ 7,633		80.3%	
TOTAL EXPENDITURES	\$ 1,657,672	\$ 912,774		55.1%	\$ 109,555
GENERAL FUND 01 - NET INCOME	\$ (3,688)	\$ 127,873		-3467.3%	\$ (4,788)
FOOD SERVICE FUND - 02	Approved Budget	Year -to-Date Activity			\$ -
REVENUES					
State Revenues				0.0%	
Federal Revenues	\$ 8,000	\$ 2,710		33.9%	\$ 732
Sale of Lunches and Other Local Revenue					
Transfer from General Fund					
TOTAL REVENUES	\$ 8,000	\$ 2,710		33.9%	\$ -
EXPENDITURES					
Salaries	\$ -	\$ -		0.0%	
Benefits	\$ -	\$ -		0.0%	
Purchased Services	\$ -	\$ -		0.0%	
Supplies and Materials	\$ 20,000	\$ 12,955		64.8%	\$ 3,878
Other	\$ -	\$ -		0.0%	
TOTAL EXPENDITURES	\$ 20,000	\$ 12,955			\$ 3,878
FOOD SERVICE FUND 02 - NET INCOME	\$ (12,000)	\$ (10,245)			\$ (3,878)
Fund Balance at Beginning of Year	\$ 322,859	\$ 322,859			
Net Income Year to Date	\$ (15,688)	\$ 117,628			
Ending Fund Balance	\$ 307,171	\$ 440,487			

SCHOOL NAME: Academic Art High School
 Month Ending: 12/31/2019 50% Dec transactions

GENERAL FUND - 01	Approved Budget - Rev Nov18	Year -to-Date Activity	Percent of Budget		
REVENUES					
State Revenues					
General Education Aid	\$ 844,109	\$ 560,733	66.4%	\$	82,534
Facilities Lease Aid	\$ 149,796	\$ 66,439	44.4%		
Special Education Aid	\$ 628,663	\$ 289,233	46.0%		
Other misc - student receipts	\$ -	\$ 1,479		\$	931
Total State Revenues	\$ 1,622,568	\$ 917,884	56.6%		
Federal Revenues					
Title 1	\$ 1,832	\$ -	0.0%		
Title II	\$ 2,084	\$ -			
Fed special Education	\$ 20,000	\$ 17,996	90.0%	\$	171
Food Service	\$ -	\$ -			
Total Federal Revenues	\$ 23,916	\$ 17,996	75.2%		
Local Revenues					
Student Activity	\$ 5,400	\$ -	0.0%		
Gift	\$ 1,000	\$ -	0.0%		
interest	\$ 100	\$ -			
Miscellaneous (specify and add rows as needed)	\$ 1,000	\$ -	0.0%		
Total Local Revenues	\$ 7,500	\$ -	0.0%		
TOTAL REVENUES	\$ 1,653,984	\$ 935,880	56.6%	\$	83,636
EXPENDITURES					
Administration					
Salaries	\$ 64,538	\$ 25,739	39.9%	\$	12,771
Benefits	\$ 36,236	\$ 9,797	27.0%		
Purchased Services	\$ 73,444	\$ 52,780	71.9%		
Other	\$ 19,800	\$ 12,443	62.8%		
Total Administration	\$ 194,018	\$ 100,759	51.9%		
District Support Services					
Salaries	\$ -	\$ -	#DIV/0!		
Benefits	\$ -	\$ -	#DIV/0!		
Purchased Services	\$ -	\$ -	#DIV/0!		
Supplies and Materials	\$ -	\$ -	0.0%		
Capital Expenditures	\$ -	\$ -	0.0%		
Total District Support Services	\$ -	\$ -	#DIV/0!		
Elementary and Secondary Regular Instruction					
Salaries	\$ 247,351	\$ 125,463	50.7%	\$	35,468
Benefits	\$ 77,446	\$ 37,297	48.2%		
Purchased Services	\$ 27,296	\$ 12,256	44.9%		
Supplies and Materials	\$ 14,000	\$ 7,190	51.4%		
Capital Expenditures	\$ -	\$ -	0.0%		
Other Expenditures	\$ -	\$ -	0.0%		
Total Elementary and Secondary Regular Instruction	\$ 366,093	\$ 182,206	49.8%		
State Special Education					
Salaries	\$ 491,773	\$ 234,330	47.7%	\$	61,413
Benefits	\$ 167,089	\$ 77,070	46.1%		
Purchased Services	\$ 12,000	\$ 2,004	16.7%		
Supplies and Materials	\$ 4,320	\$ 62	1.4%		
Total State Special Education	\$ 675,182	\$ 313,466	46.4%		
Federal Special Education					
Salaries	\$ -	\$ -	0.0%	\$	595
Benefits	\$ -	\$ -	0.0%		
Purchased Services	\$ 10,000	\$ 1,800	18.0%		
Supplies and Materials	\$ 10,000	\$ 6,614	66.1%		
Total Federal Special Education	\$ 20,000	\$ 8,414	42.1%		

Title I					
Salaries				0.0%	
Benefits				0.0%	
Purchased Services	\$ 1,832	\$ -		0.0%	
Supplies and Materials		\$ -		0.0%	
Title Programs	\$ 1,832	\$ -		0.0%	
Title II					
Salaries		\$ -		0.0%	
Benefits				0.0%	
Purchased Services	\$ 2,084			0.0%	
Supplies and Materials				0.0%	
Other Federal Programs	\$ 2,084	\$ -		0.0%	
Instructional Support Services					
Salaries				0.0%	
Benefits				0.0%	
Purchased Services	\$ -	\$ 265		#DIV/0!	
Supplies and Materials				0.0%	
Total Instructional Support Services	\$ -	\$ 265		#DIV/0!	
Pupil Support Services					\$ 1,445
Salaries	\$ 30,426	\$ 5,285		17.4%	
Benefits	\$ 10,555	\$ 907		8.6%	
Purchased Services	\$ 54,390	\$ 17,075		31.4%	
Supplies and Materials		\$ 998		0.0%	
Pupil Support Services	\$ 95,371	\$ 24,265		25.4%	
Sites and Buildings					\$ 24,348
Salaries	\$ -	\$ -		0.0%	
Benefits	\$ -	\$ -		0.0%	
Facilities Lease	\$ 219,332	\$ 126,920		57.9%	
Purchased Services (Repairs, maintenance, u	\$ 72,260	\$ 39,225		54.3%	
Supplies and Materials	\$ 2,000	\$ 66		3.3%	
Capital Expenditures				0.0%	
Total Sites and Buildings	\$ 293,592	\$ 166,211		56.6%	
Fiscal and Other Fixed Costs					
Purchased Services	\$ 9,500	\$ 7,633		80.3%	
Interfund Transfer					
Total Fiscal and Other Fixed Costs	\$ 9,500	\$ 7,633		80.3%	
TOTAL EXPENDITURES	\$ 1,657,672	\$ 803,219		48.5%	\$ 136,040
GENERAL FUND 01 - NET INCOME	\$ (3,688)	\$ 132,661		-3597.1%	\$ (52,404)
FOOD SERVICE FUND - 02	Approved Budget	Year -to-Date Activity			\$ -
REVENUES					
State Revenues				0.0%	
Federal Revenues	\$ 8,000	\$ 1,977		24.7%	
Sale of Lunches and Other Local Revenue					
Transfer from General Fund					
TOTAL REVENUES	\$ 8,000	\$ 1,977		24.7%	\$ -
EXPENDITURES					
Salaries	\$ -	\$ -		0.0%	
Benefits	\$ -	\$ -		0.0%	
Purchased Services	\$ -	\$ -		0.0%	
Supplies and Materials	\$ 20,000	\$ 9,077		45.4%	
Other	\$ -	\$ -		0.0%	
TOTAL EXPENDITURES	\$ 20,000	\$ 9,077			\$ -
FOOD SERVICE FUND 02 - NET INCOME	\$ (12,000)	\$ (7,100)			\$ -
Fund Balance at Beginning of Year	\$ 322,859	\$ 322,859			
Net Income Year to Date	\$ (15,688)	\$ 125,561			
Ending Fund Balance	\$ 307,171	\$ 448,420			

Academic Arts
 Disbursement Listing
 Ending January 2019

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Check #	Type	Date	Vendor	Amount	Description	Category
6176	CH	1/8/2019	CKC Good Food	\$ 2,379.00	lunches	Food Service
6177	CH	1/8/2019	DEAN WALCZAK	\$ 2,975.00	Dec 2018 Fin Mgmt	admin - purchased services
6178	CH	1/8/2019	Metro Sales	\$ 187.83	copier	admin - purchased services
6179	CH	1/8/2019	Scott's Home Delivery	\$ 205.50	milk	Food Service
6180	CH	1/8/2019	Taxi Services	\$10,119.00	transport kckinney sped	State Sped - purchased services
6181	CH	1/8/2019	Teachers on Call	\$ 2,652.00	subs	Gen Ed - Purchased services
6182	CH	1/15/2019	Booth Law Group	\$ 1,422.00	legal services	admin - purchased services
6183	CH	1/15/2019	CKC Good Food	\$ 843.50	breakfasts	Food Service
6184	CH	1/15/2019	cmERDC	\$ 525.00	accounting	admin - purchased services
6185	CH	1/15/2019	DESIGNS FOR LEARNING	\$ 807.50	speech	Sped - purchased services
6186	CH	1/15/2019	Dick's Sanitation	\$ 171.88	compost	Gen Ed - Purchased services
6187	CH	1/15/2019	National Recognition Products	\$ 14.54	Diploma	Gen Ed - Supplies
6188	CH	1/15/2019	Premium Water Inc	\$ 289.44	water invoice	Gen Ed - Supplies
6189	CH	1/15/2019	QUILL CORPORATION	\$ 80.96	office supplies	Admin -supplies
6190	CH	1/15/2019	Taxi Services	\$ 2,298.00	student transport	Sped - purchased services
6191	CH	1/15/2019	US Bancorp Equipment Finance	\$ 153.02	copier lease	admin - purchased services
1022019	WX	1/31/2019	YMCA Greater St. Paul	\$ 38.00	student activity	Gen Ed - Purchased services
1062019	CH	1/31/2019	Amazon	\$ 51.76	STARS decision making r	Gen Ed - Supplies
1072019	WX	1/31/2019	National Food Safety Institute	\$ 160.00	food safety training	Food Service
1082019	WX	1/31/2019	Amazon	\$ 53.99	stamps	Admin - supplies
1092019	WX	1/31/2019	Ford	\$ 1,163.71	sped van	State Sped - purchased services
1152019	WX	1/31/2019	EDVISIONS COOPERATIVE	\$85,600.27	payroll	
1232019	WX	1/31/2019	Amazon	\$ 18.48	supplies	Gen Ed - Supplies
1272019	WX	1/31/2019	Old National Bank	\$ 329.00	line of credit fee	admin - purchased services
1292019	WX	1/31/2019	Amazon	\$ 17.99	supplies	Gen Ed - Supplies
1312019	WX	1/31/2019	Old National Bank	\$ 25.37	bank fee	admin - purchased services
10820193	WX	1/31/2019	Walmart	\$ 4.21	Stars Decision making m	Gen Ed - Supplies
10920192	WX	1/31/2019	Ford	\$ 461.38	Sped van	Sped - purchased services
11520192	WX	1/31/2019	Walmart	\$ 37.35	supplies	Gen Ed - Supplies
12312018	WX	1/31/2019	Indeed	\$ 433.50	ads	admin - purchased services
20191680	CH	1/31/2019	MN Dept of Health	\$ 35.00	Fee	Food Service
20191681	CH	1/31/2019	MN Dept of Health	\$ 450.00	Fees - Bev License	Food Service
20191682	CH	1/31/2019	Brooke Reiner	\$ 120.00	Substitute	admin - purchased services

Academic Performance as of Feb 2019

Indicator <input type="text"/>		Measure <input type="text"/>		Values	
		Value	Points Earned	Points Possible	Last Reported
Overall Performance		47.0%	23.5	50	Feb 2019
+	1: Mission Related Outcomes	50.0%	1.5	3	Oct 2018
+	2: English Language Learners	Not Applicable	0	0	-
+	3: Reading Growth	66.7%	10	15	Feb 2019
+	4: Math Growth	Not Applicable	0	0	Feb 2019
+	5: Reading Proficiency	100.0%	5	5	Sep 2018
+	6: Math Proficiency	50.0%	2.5	5	Sep 2018
+	7: Science Proficiency and Growth	0.0%	0	10	Nov 2018
+	8: Other Proficiency or Growth	50.0%	3	6	Feb 2019
+	9: Post-Secondary Readiness	Not Applicable	0	0	-
+	10: Attendance	25.0%	1.5	6	Dec 2018

3.2 Reading Growth

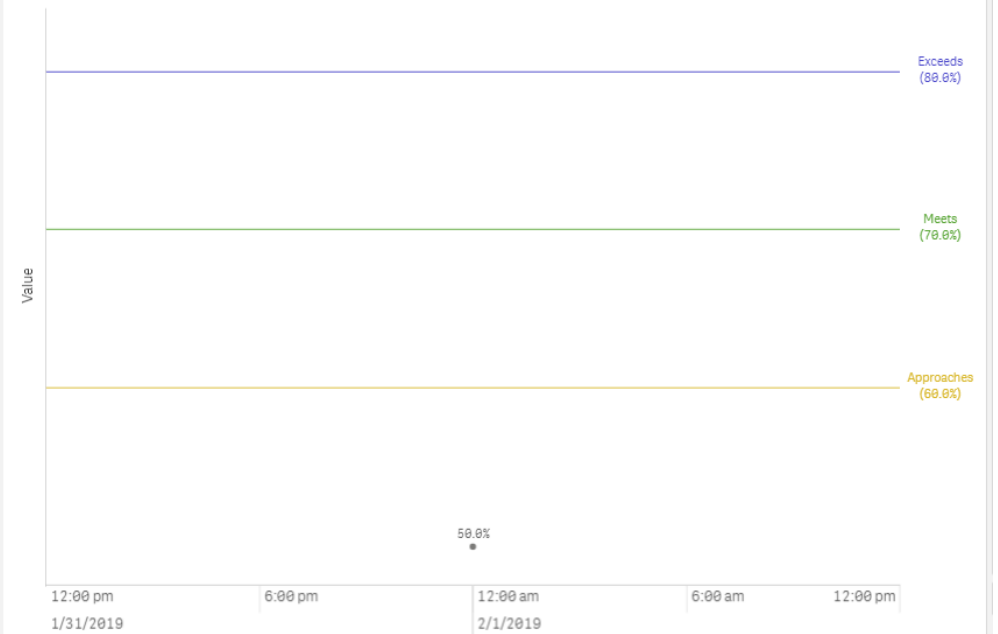
From FY18 to FY20, the aggregate percentage of students who show growth in reading and language comprehension skills using quarterly reading probes (such as Easy CBM, Newsela – school to provide ACNW with samples) at appropriate reading levels will be at least 70.0%.

No Baseline Exists	Current Value: Does Not Meet 50.0%	Next Milestone: Approaches + 10.0 Points
--------------------	--	---

FY19-FY21 Contract by Fiscal Year

Fiscal Year	Q	Number of students who showed growth in reading and language	Total number of students enrolled in a reading class during the year	Percentage of students who showed growth in reading and language
Totals		22	44	50.0%
2019		22	44	50.0%

Trending



8.2 Presentation Quality

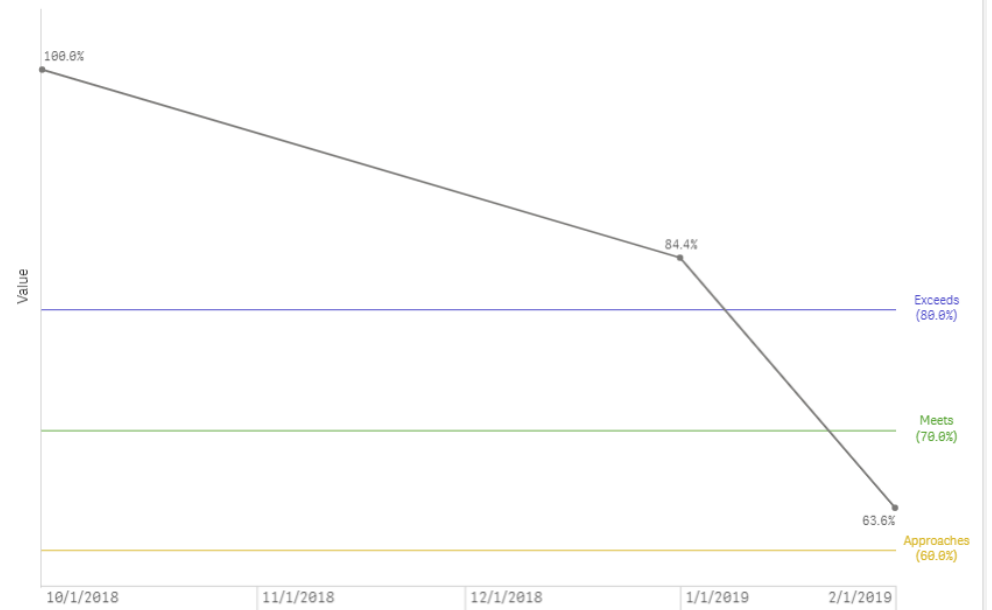
From FY19 to FY21 (through December 2020), the aggregate percentage of presentations produced by students enrolled in any class that earn a score of 80% or higher as measured by a presentation rubric (to be provided to ACNW) will be at least 70.0%.

No Baseline Exists	Current Value: Meets 75.4%	Next Milestone: Exceeds + 4.6 Points
--------------------	--	---

FY19-FY21 Contract by Fiscal Year

Fiscal Year	Q	Number of student-produced presentations earning at least 80%	Total number of student-produced presentations	Percentage of student-produced presentations earning at least 80%
Totals		52	69	75.4%
2019		52	69	75.4%

Trending





Eric Hove <eric.hove@academicarts.org>

Fwd: Student withdrawal/expulsion

David Massey <david.massey@academicarts.org>

Tue, Jan 22, 2019 at 11:11 AM

To: Eric Hove <eric.hove@academicarts.org>

This is the email from the lawyer about the expulsion students. Can we include this email in the agenda, or record it somewhere?

----- Forwarded message -----

From: **Ryan Usher** <RUsher@boothlawgroup.com>

Date: Tue, Jan 22, 2019, 11:06 AM

Subject: RE: Student withdrawal/expulsion

To: David Massey <david.massey@academicarts.org>

Cc: Josh MacLachlan <josh.maclachlan@academicarts.org>

Mr. Massey,

It is our opinion that it would be unnecessary and procedurally difficult to proceed with an expulsion hearing at this time. If the student returns (attempts to return), the school can initiate an **exclusion** proceeding pursuant to Minn. Stat. § 121A.47 based on the conduct that the school intended to expel him for in the first place.

Please do not hesitate to contact me if you have any questions.

Sincerely,

Ryan Usher

From: David Massey [mailto:david.massey@academicarts.org]
Sent: Tuesday, January 15, 2019 8:34 PM
To: Ryan Usher
Cc: Josh MacLachlan
Subject: Re: Student withdrawal/expulsion

We just had our board meeting, and they are curious how we should move forward. One Staff member said that at another school, they proceed with the expulsion hearing regardless, to ensure the student doesn't return for a year. Is this best practice?

Thank you

On Thu, Jan 10, 2019 at 8:10 AM David Massey <david.massey@academicarts.org> wrote:

This is the response I got from the behavior team:

One parent signed a withdrawal form for his student (that is over the age of 18).

The other student just left and enrolled in another school.

On Wed, Jan 2, 2019, 11:12 AM Ryan Usher <RUsher@boothlawgroup.com> wrote:

Did the students sign withdrawal agreements when they voluntarily withdrew?

Ryan Usher

Attorney

Booth Law Group LLC

10520 Wayzata Blvd., Suite 200

Minnetonka, MN 55305

(763) 253-4155

(763) 253-4160 Fax

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TPS Evaluation

OBJECTIVE

The function of this document is to evaluate the performance of the Teacher Powered School Committee (TPS) at leading the school and directing daily operations. The evaluation process allows the board to engage with the TPS committee to reward achievements, discuss challenges, address concerns, and when necessary, develop performance improvement plans.

PROCEDURE

Standards are grouped by functional area. Both TPS and the board evaluate TPS's performance using the following ratings:

- **NI** - Needs Improvement
- **M** - Meets the expectations of the standard
- **E** - Exceeds the expectations of the standard

The following is the timeline for completing the evaluation:

- **August/September** - The board and TPS committee work together to establish strategic goals for the committee for the school year. The goals should be specific and related to the school's strategic mission and vision for the school. The goals should align with each of the functional areas: Academic, Financial, Organizational, and Communication.
- **January** - The board and TPS discuss progress halfway through the school year, and adjust goals if necessary.
- **April/May** - The TPS committee begins its self-evaluation, documenting a rating for each standard/goal in the *TPS* column and providing comments with specific examples that support the rating. The board also sends a short electronic survey to selected staff to review TPS's performance. The board reviews the TPS self-evaluation and survey results and documents a rating for each standard in the *Board* column, adding comments when applicable or when the ratings differ from TPS. The board completes the evaluation by the end of May and distributes it to TPS.
- **June** - During the June board meeting, the TPS committee and the board discuss the final evaluation. Representatives from TPS address issues or concerns and ask questions. The board and TPS discuss plans to improve any areas that need improvement. Then the board meets in a closed session to discuss the evaluation privately.

EVALUATION FORM

School Year:

TPS Committee Members:

ACADEMIC	TPS	Board	Comments with Specific Examples
The school is on track to have an overall academic performance of at least 75%, according to academic measures in the current contract with the authorizer.			
There is no academic indicator that falls far below of the goal, according to academic measures in the current contract with the authorizer.			
The committee submits timely and complete data for academic measures to the board for analysis and trending.			
The committee regularly reviews and uses academic measure and/or test data to plan curriculum improvement strategies.			
The committee plans and executes curriculum that is both appropriate and challenging for the student population.			
The Special Education Committee develops and implements appropriate IEPs for specifically identified students.			
There are clear protocols to handle behavior incidents that the staff understands and follows.			
STRATEGIC GOAL:			
FINANCIAL	TPS	Board	Comments with Specific Examples
The annual financial audit from the previous fiscal year found no significant deficiencies.			
The school maintains an average daily enrollment at or above the budgeted amount.			
The committee develops and implements creative methods to maintain or boost enrollment.			
The school pursues and is awarded funding grants to increase revenues.			
The fund balance is on track to be at least 20% of annual budgeted expenditures as of the end of the fiscal year.			
The annual budget is developed and submitted on time with oversight of the board of directors and the entire TPS committee.			
The committee monitors finances regularly, and quickly and thoroughly answers any questions that arise.			

The committee regularly monitors contracted services to ensure that the costs are at or under budget and investigates all alternative solutions.			
The committee has effective policies to keep expenditures at or under budget and to eliminate unapproved or unassigned expenditures.			
Submissions to CLICS are timely and complete, and students are regularly evaluated for the free and reduced lunch program.			
STRATEGIC GOAL:			
ORGANIZATIONAL	TPS	Board	Comments with Specific Examples
At least 90% of the staff from the previous school year remained employed at the school this year.			
Replacing staff members is initiated quickly and positions are filled by quality candidates with oversight from the entire committee.			
The staff is completely up-to-date on all teacher and administrative staff evaluations.			
All staff members have professional development goals documented and progress toward goals is evaluated.			
Staff leaves of absence do not interrupt daily operations because there is adequate coverage and understanding of all staff duties.			
School policies are reviewed regularly, understood, and enforced without favoritism or partisanship.			
Submissions to the Minnesota Department of Education are timely and complete.			
Submissions to the authorizer are timely and complete.			
All required staff licensures will remain valid and up-to-date.			
STRATEGIC GOAL:			
COMMUNICATION	TPS	Board	Comments with Specific Examples
Staff and committee meetings are well planned, focused, and individuals effectively follow up on outstanding tasks.			
Staff, student, and family surveys are conducted regularly and the results are used to create goals for making improvements.			
The school's website and social media accounts are regularly updated to include new information.			
Parent / Teacher conferences are well-attended and teachers are prepared for them.			
Teachers communicate with family members using professional language and appropriate methods.			

The committee effectively communicates with the board of directors, having representatives at board meetings who are prepared and attentive.			
There are clear protocols to manage, respond to, and communicate about crises that the staff understands and follows.			
The committee engages the community to participate in school events.			
The committee effectively uses social, online, and print media to communicate with the community.			
STRATEGIC GOAL:			

OVERALL PERFORMANCE RATING

Overall Rating:

Rationale:

ACNW - Charter School Board Meeting Observation Form

School Name: AAHS	Scheduled Start Time: 5:00
Date of Board Meeting: 1/15/2019	Actual Start Time: 5:00
Type of Meeting (Regular, Special, Emergency): Regular	End Time: 6:55
Observation by: EA	
Board member attendance: 7 of 7 = 100%	Ex-Officio Members present: Heather Fjelstad, TPS Representative
Others in attendance: None	

A "YES" or "NO" below indicates whether or not the following were evident at the board meeting. Evaluation framework indicator areas are identified in the left column. O = Operations Performance Framework; F = Financial Performance Framework.

Key Contractual Performance Areas		YES/NO	Notes
O.2.2	Academic Performance related to charter contract goals is reviewed and discussed.	Y	The school uses a dashboard aligned to its contractual goals and curriculum-based measures to track progress.
O.2.2	Environmental Education Performance related to charter contract Goals/Environmental Literacy Plan (ELP) is reviewed and discussed.	N	
F.1.1	The School's Financial Performance for the current school year, including current enrollment in relation to budgeted enrollment, is reviewed and discussed.	Y	Budgeted/Actual Enrollment: 95 / 93 Heather (TPS representative) reported ADM is 90.34, with 107 students currently enrolled. (Several drops will bring that number down to 93 by next week.) Did not report the budgeted enrollment during, and this was not included in the financial statement, although it was included in the draft meeting minutes.
O.2.1	Board training & development happens at the meeting or meaningful discussion/reflection occurs related to recent training attended by one or more board members.	N	
O.2.2	The meeting complies with MN Open Meeting Law (See below)	Y	
Compliance Elements - Evident at Each Meeting		YES/NO	Notes
O.2.2	MN Open Meeting Law:		
O.2.2	Meeting time and place posted properly on school website and/or onsite at school.	Y	Meeting time and place are posted on the school's website.

O.2.2	If meeting includes board member participation via interactive TV (e.g. Skype), it is done so consistent with MN Stat. 13D. The fact that someone will be participating via interactive TV is indicated on the agenda, including the location of the individual(s), and all board members can see and hear one another during the meeting.	N/A	
O.2.2	A quorum is present when a the board meeting is convened and/or any item on the agenda is being considered.	Y	
O.2.2	One set of board materials is available for public inspection	Y	
O.2.2	If closed, meeting is closed in accordance with MN Stat. 13D: agenda and minutes show statutory authority to close the meeting, and minutes (either at this meeting or next) summarize actions taken during the closed meeting.	N/A	
O.2.2	Actions taken by board, including description of any amendments, are clearly articulated. (Board members are clear what they are voting on.)	Y	The minutes accurately reflect the actions taken by the board as well as summary discussion about agenda items.
O.2.2	It is clear who made motion and who seconded the motion.	Y	
O.2.2	Result of the vote is articulated by the board chair, including number of votes for and against if other than unanimous.	Y	The board chair notes whether a motion has been approved or failed, but not the number of votes. This is, however, noted in the minutes for the next meeting.
O.2.2	Performance Improvement Plan (if applicable) consistent with Exhibit S of the charter contract is reviewed and discussed.	N	
O.2.2	Meeting follows approved agenda (<i>If no, provide detail</i>).	Y	
O.2.2	Board meeting packet includes all materials relevant to the meeting agenda. (<i>Note any that were missing as appropriate</i>).	Y	

General Comments/Observations/Compliance Elements or Effective Practices Observed (e.g. Director Evaluation, Strategic Planning, Bylaw Changes, Policy Actions, etc.)

- The board should consider working with its financial services provider to create financial statements that better facilitate effective monitoring by the board. The statements the board reviews currently are not formatted or organized well and are difficult to understand, which makes it challenging for the board to effectively fulfill its role as fiscal stewards of the organization.
- In addition, the board should also consider additional finance training to support its oversight role and build capacity in budgeting and ongoing monitoring.
- AAHS should consider adding enrollment tracking to the dashboard it uses to monitor progress toward the schools' goals, as well as its monthly financial statements (budgeted / actual enrollment). Enrollment is key to the school's ongoing financial viability and a key consideration for the board.
- The board should consider using language other than "rescind" to describe a change to the language of a motion. Per Robert's Rules, *rescind* typically refers to the act of cancelling a motion altogether, which is inaccurate in the context of the board meeting I observed. A more appropriate term is to *amend* the motion.
- The board should consult the MN Pupil Fair Dismissal Act (MN §121A.40-56) in all discussions relating to student dismissal, exclusion, or expulsion and ensure its policies and practices align with the requirements defined in this statute.

Required Follow-Up:

- The school currently has five Epicenter tasks that are overdue by ten days or more, including the January board packet and minutes from the December meeting (among other things). Fulfill these compliance tasks as soon as possible to ensure ACNW can fulfill its oversight responsibilities.
- In addition, ACNW expects the school will submit its agenda and board packet to ACNW via Epicenter at the same time it is shared with board members prior to the meeting. Please ensure the school follows this practice going forward.
- Per Section 5.3 Bylaws of the school's contract, "In order to ensure consistency with the Contract and Applicable Law, updated Bylaws (as amended) must be forwarded to ACNW within 20 days for review and approval as appropriate." Please forward the bylaws (as revised at the most recent meeting) to the school's primary contact, Nalani McCutcheon, as soon as possible for review.

3.11 (FOURTH READING – TPS REVISIONS*)

***No further revisions submitted; same as the third reading.**

3.11 PROFESSIONAL GROWTH AND EVALUATION SYSTEM

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

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

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

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

Individual Growth Plan:

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

Teacher Observation and Evaluation Meeting:

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

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

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

Peer Observation Cycle Completion:

Each teacher completes one peer observation of another teacher; and also, has a peer observe his/her teaching. Peer observers use a learning walk protocol where teachers will identify their own area of practice to be observed by the peer observer. The peer observer will use a protocol to provide feedback to the teacher.

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

Student Engagement:

Teachers will provide evidence of student engagement.

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

Student Achievement or Growth:

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

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

Portfolio Presentation:

The teacher presents an end of year portfolio to TPS. It represents a summary of their own performance for the year, including highlights and from the Peer Observations, the Teacher Evaluation Observation, Student Engagement, and the Individual Growth Plan. It culminates with the teacher describing goals for next year.

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

Teacher Improvement Plans and Consequences:

If any of the three following conditions exist, a Teacher Improvement Plan (TIP) is required:

1. A teacher does not adequately participate in the peer observation process or teacher observation evaluation process (as determined by feedback from peers, observers or the trained evaluator).
2. A teacher does not complete any of the required elements of the Teacher Evaluation System.

3. A teacher is rated "Developing" in 4 of the 7 rubric areas observation evaluation rubric by the trained evaluator.

The purpose of the TIP is to serve as a notice to the teacher that he/she must be able to demonstrate progress in the area(s) of concern within a reasonable timeframe agreed upon by the Instructional Leader and the teacher. The TIP will include very specific goals and action steps that the teacher plans to take, as well as supports that the school will either provide for the teacher or connect the teacher to. Progress will be evaluated by the TPS and the trained evaluator. If the TPS determines that inadequate progress has been made:

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

Or

- The teacher will be notified by Human Resources that his/her contract is terminated.

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

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

Yearly Review:

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

Compensation Review:

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

*Third Reading: 01/15/2019
Fourth Reading: 02/19/2019*

SECOND READING (TPS REVISIONS) – POLICY 3.3 and 3.4

3.3 NEW MEMBER ORIENTATION

Orientation is a welcoming process that is designed to make the new member feel comfortable, informed about the Cooperative and School, and prepared for their position. New member orientation is conducted by the TPS Committee, and includes an overview of the Cooperative and School history, an explanation of the Cooperative core values, vision, and mission, goals and objectives as well as School policies and procedures. In addition, the new member will be given an overview of benefits, tax, and legal issues, and complete any necessary paperwork provided.

Members are presented with all codes, keys, and procedures needed to navigate within the workplace. The TPS Committee will introduce the new member to staff at Academic Arts High School, review their job description and scope of position, explain the Cooperative's evaluation procedures, and help the new member get started on specific functions. The new member will be able to learn about all aspects of Academic Arts High School by asking questions of tasks directly to the staff member responsible for that task.

3.4 INTRODUCTORY PERIOD

The introductory period for regular full-time and regular part-time members lasts up to 12 months from date of hire or the date of new position. During this time, members have the opportunity to evaluate our Cooperative model, school and position and management has its first opportunity to evaluate the member. During this introductory period, both the member and the TPS Committee have the right to terminate employment without advance notice. Each staff member participates in a yearly review at the end of each school year. The status of introductory members will be addressed at this time. All members, regardless of classification or length of service, are expected to meet and maintain Cooperative standards for job performance and behavior (See Section 4, Standards of Conduct). Members and the TPS Committee will follow the notice requirements in Sec. 3.14 Employment Termination. Completion of the Introductory Period does not change employment status nor is it a promise or contract of continued employment.

Second Reading: 02/18/2019

3.16-3.20 (SECOND READING)

3.16 SAFETY

EdVisions Cooperative provides information to the schools/staff members about workplace safety and health issues through regular internal communication such as:

- Training sessions
- Team meetings
- Bulletin board postings
- Memorandums
- Other written communications

Each staff member is expected to obey safety rules and exercise caution and common sense in all work activities. Members must immediately report any unsafe conditions to ~~their Teacher Professional Partnership~~ a TPS committee member. Members who violate safety standards, cause hazardous or dangerous situations, or fail to report, or where appropriate, remedy such situations, may be subject to disciplinary action including termination of employment.

In the case of an accident that results in injury, regardless of how insignificant the injury may appear, members should notify the ~~Teacher Professional Partnership~~ Personnel Committee.

First Reading: 01/15/2019
Second Reading: 02/19/2019
Third Reading: 03/15/2019

3.17 HEALTH-RELATED ISSUES

~~Members~~ Staff members, who become aware of any health-related issue, including pregnancy, should give notice to the ~~Office—Administrative~~ Manager of health conditions and/or restrictions. This policy has been instituted strictly to protect the staff member.

A written “permission to work” from the member’s doctor may be required at the time or shortly after notice has been given ~~and in some cases~~ and, in some cases, may be required before returning to work if the absence is more than 3 days. The doctor’s note should specify whether the member is able to perform regular duties as outlined in his/her job description.

A leave of absence may be granted on a case-by-case basis. If the need arises for a leave of absence, members should notify the ~~Teacher Professional Partnership~~ Personnel Committee.

First Reading: 01/15/2019
Second Reading: 02/19/2019
Third Reading: 03/15/2019

3.18 BUILDING SECURITY

All staff members who are issued keys to the schools are responsible for their safekeeping. The last member, or a designated member, who leaves the school at the end of the business day assumes the responsibility to ensure that all doors are securely locked, ~~the alarm system is armed, thermostats are set on appropriate evening and/or weekend setting,~~ and all appliances and lights are turned off with exception of the lights normally left on for security purposes.

First Reading: 01/15/2019
Second Reading: 02/19/2019
Third Reading: 03/15/2019

3.19 INSURANCE ON PERSONAL EFFECTS

All staff members should be sure that their own personal insurance policies cover the loss of anything occasionally left at or missing from the school or school property. EdVisions Cooperative/Academic Arts High School assumes no risk for any loss or damage to personal property.

First Reading: 01/15/2019
Second Reading: 02/19/2019
Third Reading: 03/15/2019

3.20 IMMIGRATION LAW COMPLIANCE

EdVisions Cooperative employs only United States citizens and those non-U.S. citizens authorized to work in the United States in compliance with the Immigration Reform and Control Act of 1986.

Each new staff member, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility. Former staff members who are rehired must also complete the form.

First Reading: 01/15/2019
Second Reading: 02/19/2019
Third Reading: 03/15/2019

POLICY REVIEW 3.1-3.2 (THIRD READING)

3.1 NON-DISCRIMINATION

In order to provide equal employment and advancement opportunities to all individuals, employment decisions at Academic Arts High School will be based on merit, qualifications, and abilities. EdVisions Cooperative and/or the School ~~Teacher Professional Partnership~~ does not discriminate in employment opportunities or practices because of race, color, religion, sex, national origin, age, disability, sexual orientation, or any other reason as defined by law.

Academic Arts High School will make reasonable accommodations for qualified individuals with known disabilities, unless doing so will result in an undue hardship. This policy governs all aspects of employment, including selection, job assignment, compensation, discipline, termination, and access to benefits and training.

Staff with questions or concerns about discrimination in the workplace are encouraged to bring these issues to the attention of the Teacher ~~Professional Partnership~~ Powered Schools committee or EdVisions Cooperative. Staff can raise concerns and make reports without fear of reprisal. Anyone found to be engaging in unlawful discrimination will be subject to disciplinary action, up to and including termination of employment.

First Reading: 12/18/2018
Second Reading: 01/15/2019
Third Reading: 02/19/2019

3.2 NON-DISCLOSURE/CONFIDENTIALITY

The protection of confidential school/business information is vital to the interests and success of Academic Arts High School and EdVisions Cooperative. Such confidential information includes, but is not limited to, the following examples:

- Compensation data/discussion (not required by public disclosure laws),
- Financial information/discussion (not required by public disclosure laws),
- Proprietary processes, including marketing strategies, and pending projects and proposals
- Student/Personnel/Payroll records, and
- Business/school conversations between any persons associated with the Cooperative and/or its members.

Staff, who improperly use, disclose, or access confidential business information will be subject to disciplinary action, up to and including immediate termination of employment and legal action, even if they do not actually benefit from the disclosed information.

First Reading: 12/18/2018
Second Reading: 01/15/2019
Third Reading: 02/19/2019

FIRST READING-POLICIES 3.21-3.26

3.21 CRIMINAL BACKGROUND CHECK

A criminal background check will be conducted on all school members and independent contractors working on the premises. Volunteers may also be required to complete a background check depending on frequency, student contact and/or duties. Employees will be required to pay this cost.

3.22 PARKING

Members must park their cars in areas designated and provided by the School.

3.23 VISITORS IN THE WORKPLACE

To provide for the safety and security of members, visitors, and the facilities, only authorized visitors are allowed in the school/workplace and will be required to sign in. Restricting unauthorized visitors helps ensure security, decreases insurance liability, protects confidential information, safeguards member welfare, and avoids potential distractions and disturbances.

All visitors must enter through the main reception area. Authorized visitors will be escorted to their destination and should be accompanied by a member at all times. Confidential information should not be in the viewing area of the visitor. All staff are responsible to take notice and acknowledge the presence of a visitor.

3.24 SUPPLIES; EXPENDITURES; OBLIGATING THE COOPERATIVE

Each staff member is responsible for knowing the amount allocated in the general budget and grants to their area of duties, specifically related to purchasing. Purchases must pertain to the purchaser's area of expertise and budget, and purchases over \$150.00 must be approved by the financial committee. Staff may not purchase beyond the amount allocated for their area and any expense made beyond this limit does not bind EdVisions Cooperative or Academic Arts High School to cover the purchase.

3.25 EXPENSE REIMBURSEMENTS AND STIPENDS

All reimbursement requests and stipends must be approved by the financial committee prior to reimbursement or payment.

3.26 WHISTLEBLOWER

A whistleblower as defined by this policy is an employee of EdVisions Cooperative who reports an activity that he/she considers to be illegal or dishonest to one or more of the parties specified in this Policy. The whistleblower is not responsible for investigating the activity or for determining

fault or corrective measures; appropriate management officials are charged with these responsibilities.

Examples of illegal or dishonest activities are violations of federal, state or local laws; billing for services not performed or for goods not delivered; and other fraudulent financial reporting.

If an employee has knowledge of or a concern of illegal or dishonest fraudulent activity, the employee is to contact his/her immediate supervisor at their site or to the EdVisions Cooperative's Administrator if complaint is not resolved. The employee must exercise sound judgment to avoid baseless allegations. An employee who intentionally files a false report of wrongdoing will be subject to discipline up to and including termination.

Whistleblower protections are provided in two important areas -- confidentiality and against retaliation. Insofar as possible, the confidentiality of the whistleblower will be maintained. However, identity may have to be disclosed to conduct a thorough investigation, to comply with the law and to provide accused individuals their legal rights of defense. The Company will not retaliate against a whistleblower. This includes, but is not limited to, protection from retaliation in the form of an adverse employment action such as termination, compensation decreases, or poor work assignments and threats of physical harm. Any whistleblower who believes he/she is being retaliated against must contact their immediate supervisor or the EdVisions Cooperative's Administrator immediately. The right of a whistleblower for protection against retaliation does not include immunity for any personal wrongdoing that is alleged and investigated.

All reports of illegal and dishonest activities will be promptly submitted to the school sites director or school board who is responsible for investigating and coordinating corrective action.

Employees with any questions regarding this policy should contact the EdVisions Cooperative's Administrator.

First Reading: 02/19/2019

FIRST READING – BYLAWS VIII-X

ARTICLE VIII DISTRIBUTION OF THE ASSETS

Section 1. Right to Cease Operations and Distribute Assets: By a two-thirds (2/3) vote of all Members, the Board may resolve that AAHS cease operations and voluntarily dissolve. Such resolution shall set forth the proposed dissolution and direct designated Officers of the Board to perform all acts necessary to effect a dissolution. Written notice as required by these Bylaws shall be given to all voting members stating that the purpose of the meeting shall be to vote upon the dissolution of the School. A resolution to dissolve the School shall be approved only upon the affirmative vote of a two-thirds (2/3) of a quorum of voting members of the Board taken at a meeting during which the resolution is brought before the voting members. If such cessation and distribution is called for, the Board shall set a date for the commencement of the distribution.

ARTICLE IX INDEMNIFICATION

Section 1. AAHS shall indemnify and hold harmless any Board Member, Officer, or employee from any suit, damage, claim, judgement or liability arising out of, or asserted to arise out of conduct of persons in their capacity as a Board Member, Officer, or employee, except in cases involving willful misconduct. Indemnification provided under this section shall comply with and follow the requirements as provided by Minnesota Statute, Section 317A.521.

ARTICLE X AMENDMENTS

Subject to the right of voting members to adopt, amend, and repeal these Bylaws as set forth in Minnesota Statutes, Section 317A.181, Subd. 2(b), the power to adopt, amend or repeal the Bylaws is vested in the Board.

First Reading: 02/18/2019

ACTION ITEM – Approve Revisions to Policies 3.12, 3.13, and 3.14

3.12 OUTSIDE EMPLOYMENT

Staff may hold outside jobs as long as the staff member meets the performance standards of their job description with EdVisions Cooperative. Unless the Teacher Powered Schools Committee has approved an alternative work schedule, members will be subject to the School's scheduling demands, regardless of any existing outside work assignments.

EdVisions Cooperative's office space, equipment, and materials are not to be used for outside employment.

3.13 CORRECTIVE ACTION

EdVisions Cooperative/Academic Arts High School holds each of its staff members to certain work rules and Standards of Conduct (see Section 4). When a staff member deviates from these rules and standards, EdVisions Cooperative expects the Personnel Committee to take corrective action.

3.14 EMPLOYMENT TERMINATION

Termination of employment is an inevitable part of personnel activity within any organization, and many of the reasons for termination are routine. Below are a few examples of some of the most common circumstances under which employment is terminated:

- **Resignation** – voluntary employment termination initiated by a member
- **Termination** – involuntary employment termination
- **Layoff/Non-renewal** – involuntary employment termination initiated by EdVisions Cooperative or the Academic Arts High School

When a non-exempt/hourly staff member intends to terminate his/her employment with EdVisions Cooperative, he/she shall give the Personnel Committee at least two (2) weeks written notice. Exempt/salaried staff members shall give at least four (4) weeks written notice.

Since employment with EdVisions Cooperative is based on mutual consent, both the member and EdVisions Cooperative have the right to terminate employment at will, with or without cause.

The payroll check date should be considered for all terminations. Should the member not work after the 20th and receive a check for the full month, the member will be required to return to the School the appropriate amount for the time not worked.

Any staff member who terminates employment with EdVisions Cooperative/Academic Arts High School shall return all files, employment manual, records, keys, and any other equipment or materials that are property of Academic Arts High School or EdVisions Cooperative.

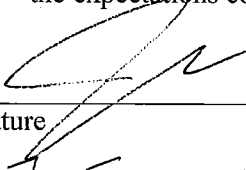
Member's benefits will be affected by employment termination in the following manner. Some benefits may be continued at the member's expense (See Section 6, Benefits) if the member elects to do so. The member will be notified of their COBRA benefits that may be continued and of the terms, conditions, and limitations. Please refer to 6.8 for information about how a staff member's PTO balance is affected by termination of employment.

Exhibit L: Board Member Statement of Assurance

By signing my name below, I acknowledge that:

- I am a Board member of Academic Arts High School;
- I have reviewed the charter school contract between Academic Arts High School and the Audubon Center of the North Woods;
- I have no conflict of interest as defined by MN Stat. 124E.07, Subd. 3;
- If a conflict of interest arises as defined by MN Stat. 124E.07, Subd. 3, I will immediately vacate my position on the Board;
- If a conflict of interest arises as defined by MN Stat. 124E.14, the Board will not enter into an agreement or contract with the vendor that creates the identified conflict of interest;
- I will participate in all board training as required by MN Stat. 124E.07, Subd. 7 and the charter contract;
- I will immediately vacate my position on the Board if I do not meet training requirements which includes training on the board's role and responsibilities, employment policies and practices, and financial management that must be initiated with six months after being seated and completed within 12 months of being seated, along with ongoing annual training;
- The Board is responsible for ensuring compliance with all federal and state laws governing organizational, programmatic, and financial requirements applicable to charter schools including the expectations contained in the preceding assurances

Signature



Date

2/19/2019

Printed Name

JOSH MACLACHLAN

Phone Number

612-419-4436

E-mail Address

josh.maclachlan@academicarts.org

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Rahul Muhamara
Signature

19 Feb 2019
Date

Rachael Muhamara
Printed Name

651-335-2492
Phone Number

meis0082@umn.edu
E-mail Address

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Signature

2/19/19
Date

Kathryn Siewert
Printed Name


(651) 428-1808
Phone Number

Katie.siewert@gmail.com
E-mail Address

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Signature

2/19/2014

Date

Eric Hove

Printed Name

612-227-3040

Phone Number

eghove@gmail.com

E-mail Address

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Jill Herolt
Signature

2/19/19
Date

Jill Herolt
Printed Name

651-955-9102
Phone Number

jherolt@gmail.com
Email Address